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ABSTRACT

Based on a federally funded project involving 80 children (1-4 years old) with a variety of intellectual, social, emotional, and/or physical handicaps, the manual contains 12 units for home instruction of young handicapped and non handicapped children. Included are listings of overall objectives and suggested activities to promote language, gross and fine motor, cognitive, self-help and social skills in the following units: myself, body parts, homemaking, food, animals, transportation, science, the seasons, Halloween, and Christmas. Also provided are the scores of 16 simple songs for the autoharp and a directory of publishers for educational materials. (CL)

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AT HOME INSTRUCTIONAL UNITS

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Section #306

ECOP 2480

PREFACE

This is a supplement to A Manual for Curriculum and Instructional Planning for Early Education in the Home. Materials herein were compiled in conjunction with Region VIII's Early Childhood Education At Home Project funded through ESEA, Title III, Section #306 and the Appalachian Regional Commission.

Ideas included in the booklet were developed by Early Education Project teachers in Region VIII. It is possible that similar or identical ideas have been developed elsewhere.

From experience in working with young children in the home, two staff members, Janet Tritapoe and Carole Anne Russler, saw a great need for an organized plan of educational activities. As a result of this need, the At Home Instructional Units were developed.

Each unit was implemented in the home for one week, followed by enrichment activities the next week. Not all the activities were appropriate for all children. The activities selected from the unit for each child were determined by the child's developmental level. In homes where a handicapped child was present, the activities in the instructional unit were revised in order to meet the capabilities and limitations of the child.

For easy access, the At Home teachers organized their instructional materials according to unit topic. Each teacher selected daily materials needed for instruction. Additional materials and activities were selected as needed for the "special" child. Toys and/or unit materials with an educational agenda were left for the parent/caretaker to use in working with the child(ren). Some teacher-made materials were also given to the parent and/or child whereas other instructional materials were left only until the next visit.

A word concerning toys and materials as they are transported from one home to another -- the toys and/or materials should be cleaned periodically. Spray or liquid disinfectant works very well. Childhood diseases may be transmitted as the materials are used in different homes. The amount of materials taken into the home should be limited. Most young children can be overestimated. The teachers found wooden toys the best investment due to increased durability. Laminating some homemade materials gave added durability. The parent and/or caretaker was encouraged to use materials found in the home environment for creative play materials.[1]

Some participants in the At Home Program were often isolated from other children due to geographic location or

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[1] Pandora's Box: Creative Play Ideas; RESA VIII, Curriculum Improvement Center, Early Childhood Education, 615 West King Street, Martinsburg, West Virginia 25401. (Creative use of materials found within the home that can result in vital learning for the child.)

for other various reasons. A vital need for socialization was indicated. As a result of this need, the children were brought together in a convenient geographic location for three hours each week. Churches provided space for this purpose without cost. Volunteers and staff members transported the children and the parent/caretaker to the centers. During this time unit activities were reinforced and supplemented by other valuable activities for the children such as blocks, manipulative games, housekeeping area, creative art, stories, etc.

A very important component of the program was the parent, foster parent, or baby sitter. They were encouraged to become actively involved in facilitating the child's learning at home as well as in the center activities.

The At Home Instructional Units for the early education of the handicapped and non-handicapped child is based upon research and experimentation conducted by the RESA VIII Early Education Staff from September, 1973 through June, 1974. These units were utilized in three learning units (tri-county area) with a total of eighty children. These children ranged in age from one to four and exhibited a variety of intellectual, social, emotional, and/or physical handicaps.

Suggested learning experiences to enhance various skills are presented through the units; it is left to the teacher to choose those activities which are appropriate for a particular child's level of development. It is hoped that these units

of work will be viewed as an initial attempt at systematically working with developing language, gross and fine motor, cognitive, self-help and the social skills of the young handicapped and/or non-handicapped child. Time, creativity, and initiative on the part of teachers and aides can expand upon each unit to meet the needs of any individual child or group of children.

Acknowledgments

We acknowledge the contributions
of the following staff members:

Rosemary Furtaw
Sharon Hancock
Kitty Hawk
Betty Rhodes
Carole Anne Russler
Janet Tritapoe

Special thanks to Patty Braithwaite and Mildred Hawthorne, our two secretaries, for their valuable and dedicated assistance.

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MYSELF

MYSELF

OVERALL OBJECTIVES

To create in the child an awareness of self.
To help the child develop a positive self-concept.
To encourage and instruct the child in good grooming, body care, and clean health habits.
To help define the child's role in the family and with his peers.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Using P. Mooney puppet (Peabody Language Development Kits, Level P), have the child introduce himself and carry on a conversation with the puppet about himself. Ask questions about himself:

   "What is your favorite food?"
   "What color are your eyes?"
   "Do you have brothers or sisters?"
   "Who are your playmates?"
   "How old are you?"
   "What makes you happy/sad?"
   "What does your daddy/mommy do?"
   (If appropriate)

   See also Enrichment Activities p. 11a, Language Development #1.

2. Listen to The Sesame Street Record, "Five People in My Family". Follow up by cutting people out of catalogs to correspond with family members. Glue onto cardboard to make puppets. Cut from cardboard a semicircle, 1 inch in diameter. Cut a slot in the semicircle and place the doll in the slot so it will stand upright. Encourage dramatic play such as role playing.

3. Have the child learn to introduce self. Tune: "Are You Sleeping?" ---

   I am Mary, I am Mary,
   Who are you, Who are you?
   Very glad to meet you,
   Very glad to meet you,
   Come and play,
   Come and play.

Teacher: "Where is Jimmy? Where is Jimmy?"
Jimmy: "Here I am. Here I am."
Teacher: "How are you today, sir?"
Jimmy: "Very well, I thank you."
All: "Come and play. Come and play."

(See also Enrichment Activities p. 11a, Language Development #3.)

4. Make telephones from tin cans or long cardboard tubes and string. Show the children how to alternate listening and talking through the tube. Have the children role play telephone calls (pretend they are talking on the telephone).

5. Teach fingerplay:

This is the circle that is my head.
(Raise arms around head to make a big circle.)

This is my mouth where words are said.
(Point to mouth.)

These are my eyes with which I see.
(Point to eyes.)

This is my nose that's a part of me.
(Point to nose.)

This is my hair that grows on my head.
(Point to hair.)

This is my hat all pretty and red.
(Put one hand on head to make hats.)

This is the feather so bright and gay.
(Put one finger beside the hat.)

Now I'm all ready for school today.
(Make downward motion with both hands from head to toe.)

Gross Motor

1. Give the child a 4-foot piece of jump rope. Have him make different shapes with the rope on the floor -- straight, curved, round, etc. Then have him lie down and make body into the same shape as the rope.

2. Listen to The Sesame Street Record, "I've Got Two Eyes". (Pantomine the song.)

3. On a sunny day take the child outside to play with his shadow. Draw around the shadow with chalk on the sidewalk or floor. Run from it. Try to step on a certain part of it. Try to hide it. Give directions for the shadow to follow:

"Make a circle with your arms."
"Point with your finger."
"Raise your foot."

4. Play the game "Where Am I" with the child. Child hides. Teacher says, "Where are you?" Child has to use appropriate prepositions in reply relative to where he is. Teacher finds the child. Can be reversed.

Fine Motor

1. Fingerplay - Where Is Thumbkin?

Where is Thumbkin? Where is Thumbkin?
(Put hands behind back.)

Here I am. Here I am.
(Show one thumb; then the other.)

How are you this morning?
(Bend one thumb.)

Very well, I thank you.
(Bend other thumb.)

Run and play. Run and play.
(Put thumbs behind back.)

Where is Pointer? Where is Pointer?

Here I am. Here I am.
(Show one index finger then the other.)

How are you this morning?
(Bend one index finger.)

Very well, I thank you.
(Bend other index finger.)

Run and play. Run and play.
(Put fingers behind back.)

Repeat previous verses except for the following name changes:

Tall man	-	Tall finger
Ring man	-	Ring finger
Pinkie	-	Baby finger
All the men	-	All fingers

(See also Enrichment Activities p. 11a, Fine Motor #1.)

2. Take a polaroid picture of each child. Using a screen and toothbrush spatter paint on a 8½ x 11-inch sheet of paper. Mount polaroid picture on spatter paint design. Use cardboard backing and let the child hang it up in the room.

or

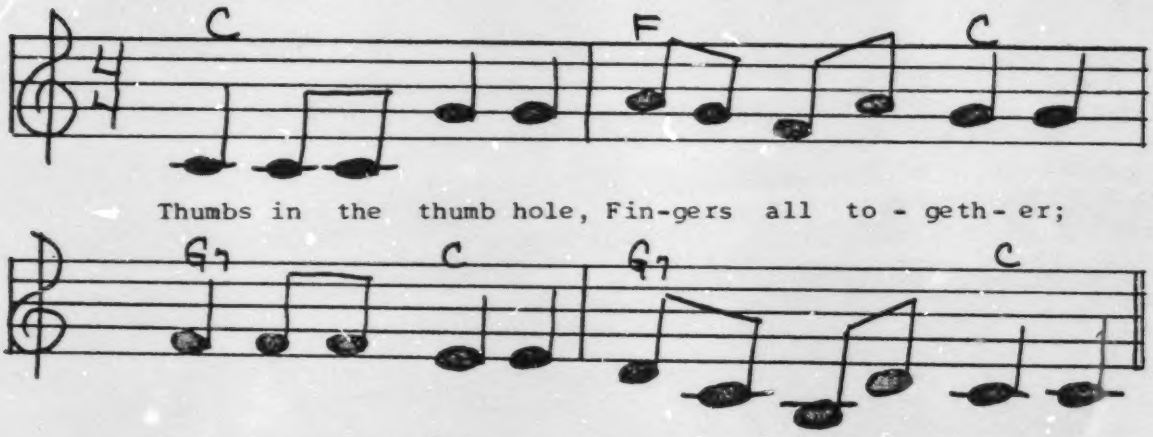
Mount polaroid picture on oaktag. Cut into 4 or 5 puzzle pieces. Store in an envelope for the child.

or

Make a VIP badge to be worn on special occasions. Mount photo on round oaktag disc. Cut ribbon and attach it to underside. Tape safety pin to the back. Print name on front of the ribbon.

3. Have the child draw around his hand to make a "mitten" shape; the child is to cut out two of these. Paint left hand green on one side and the right hand red on one side. Punch holes and use yarn to string around neck.

Learn mitten song:



4. Make an outline of a large block letter of the child's first initial. Prepare a tray of jars with various small collage materials such as buttons, macaroni, seeds, pieces of colored paper, sequins, etc. Have the child paint his letter and glue on the decorations. Talk about his initial as he works: "B is for Billy," "Billy's name begins with B.", etc.

5. Cut the letters of the child's first name out of oaktag at least 2 inches tall. Assemble the letters on a large sheet of paper on which his name is printed for a model. After he has manipulated, arranged and rearranged them, give him paints and a brush to paint the letters themselves or paint over them for silhouette effects.

Cognitive

1. Make a Counting Man (pattern page 11) out of oaktag or cardboard.

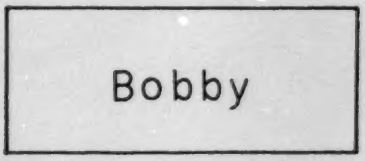
   a. Color and cut out.
   b. Mount onto thick cardboard and cut out.
   c. Number the ends of 20 pinch-type wooden clothespins; these represent the fingers and toes of the man.
   d. Look at Counting Man; ask the child:
      How many belts does he have?
      How many eyes does he have?
      How many pockets does he have?
      How many pencils does he have?

e. You can sing:
1 little, 2 little, 3 little fingers, etc. to the tune of "Ten Little Indians" and also substitute toes for Indians in the song.

Relative to the season or holiday, man could be a snowman, Santa Claus, bunny, witch, etc.

2. Shoe game. Have the children and the teacher remove shoes and place in a pile; mix them up. On signal, have the children find their own shoes, put them on the proper feet and those who can, tie or buckle.

3. Prepare name tags for the children:



a. With flannel board letters, have the child match order and place name on the board.
b. Place name tags in random order on the floor. Have the children pick out their own name.
c. Place each name tag and a bag on a chair. Place candy or small toy items in the bag. Give each child a direction: "Susan, find the chair that has your name on it." If Susan can find it, she may have what's in the bag. "Bobby, place the ball under the chair which has your name.", etc.

4. If available, use video/TV equipment. Tape the child playing or in any other activity. Rewind and play back to the child and his family.

or

With the use of a discarded TV or cardboard carton, mount a mirror into the screen space. Place near the child's play area.

5. Make A Book About Me. Include a page for each of these ideas:

a. What I like to do (draw what he likes to do).
b. Color of eyes (draw eyes, label and color).
c. Color of hair (draw face, color and label hair).
d. Hand (trace around child's hand).
e. Foot (trace around child's foot).
f. Favorite food (draw and label).
g. Favorite TV shows (list names and/or represent program with a drawing).

h. Favorite color (use crayon and label color).
i. Pets - what my pet eats (draw or paste picture and label).
j. Best friend (draw or paste picture of best friend and label).
k. Birthday (draw a calendar and circle the date and write the date at the top).
l. Where I live (draw or paste picture of house and write address).
m. What makes me happy (draw and label).
n. What I want to do when I grow up (draw or paste a picture and label).
o. How I make others happy (draw and label).

Allow the child to do as many pages as possible with little or no assistance.

Self-Help and Social

1. Make each child a "Things I Can Do" chart. Include: "brushed teeth," "washed before dinner," "went to bathroom by myself," "put my clothes away," "ate all my food," etc. (Include one task which the child cannot perform.) In cooperation with parent, reinforce completion with stickers, stars, or colors.

2. Show filmstrip: Family Fun, (SVE Educational Filmstrips). Follow up with activity in front of mirror:

   a. dress up clothes
   b. comb or brush hair
   c. brush teeth
   d. name body parts
   e. shave (with toy razor and cream)
   f. apply makeup

3. Read: What Do You Say, Dear? to the child. Follow up with tea party. Invite someone to a party. Decide the menu together. Have the children prepare food. Have the children set the table with proper utensils and napkins. Encourage the use of good manners.

4. Show filmstrip: A Day with Your Family, (SVE Educational Filmstrips).

5. Learn song, "Take a Bath." Pantomine as you sing. Discuss with the child the importance of bathing.

6. Read: What Mary Shared. Follow up with a sharing experience in which something can be made by the child, (cookies, brownies, etc.). Cut and share with everyone in the house. Wrap and save for those who will return home from work or school.

7. Make a bowl of popcorn. String the popcorn on a piece of button thread with darning needle. Tie into branch of a tree near a window to share with birds or squirrels.

SUGGESTED MATERIALS

Miscellaneous

P. Mooney Puppet, Peabody Kit, Level #P (American Guidance Services, Inc.)
Comb and brush
Toothbrush and toothbrush
Polaroid camera
Collage materials (buttons, macaroni, seeds, sequins, pieces of colored paper, etc.)
Large stand-up mirror
Dress up clothes
Cardboard and paper for charts; stars or other stickers
Popcorn maker, popcorn, salt, butter and bowl
Button thread; darning needle
Video/TV equipment (J. S. Latta, Inc.)
4-foot piece of rope
Autoharp (J. S. Latta, Inc.)
Clothespins

Records

Learning Basic Skills Through Music - Health and Safety, Vol. III by Hap Palmer (Educational Activities, Inc.)
"Take a Bath"
Learning Basic Skills Through Music, Vol. I by Hap Palmer (Educational Activities, Inc.)
"What is Your Name?"
Sesame Street, (Golden Records)
"Five People in My Family"
"I've Got Two"

Books

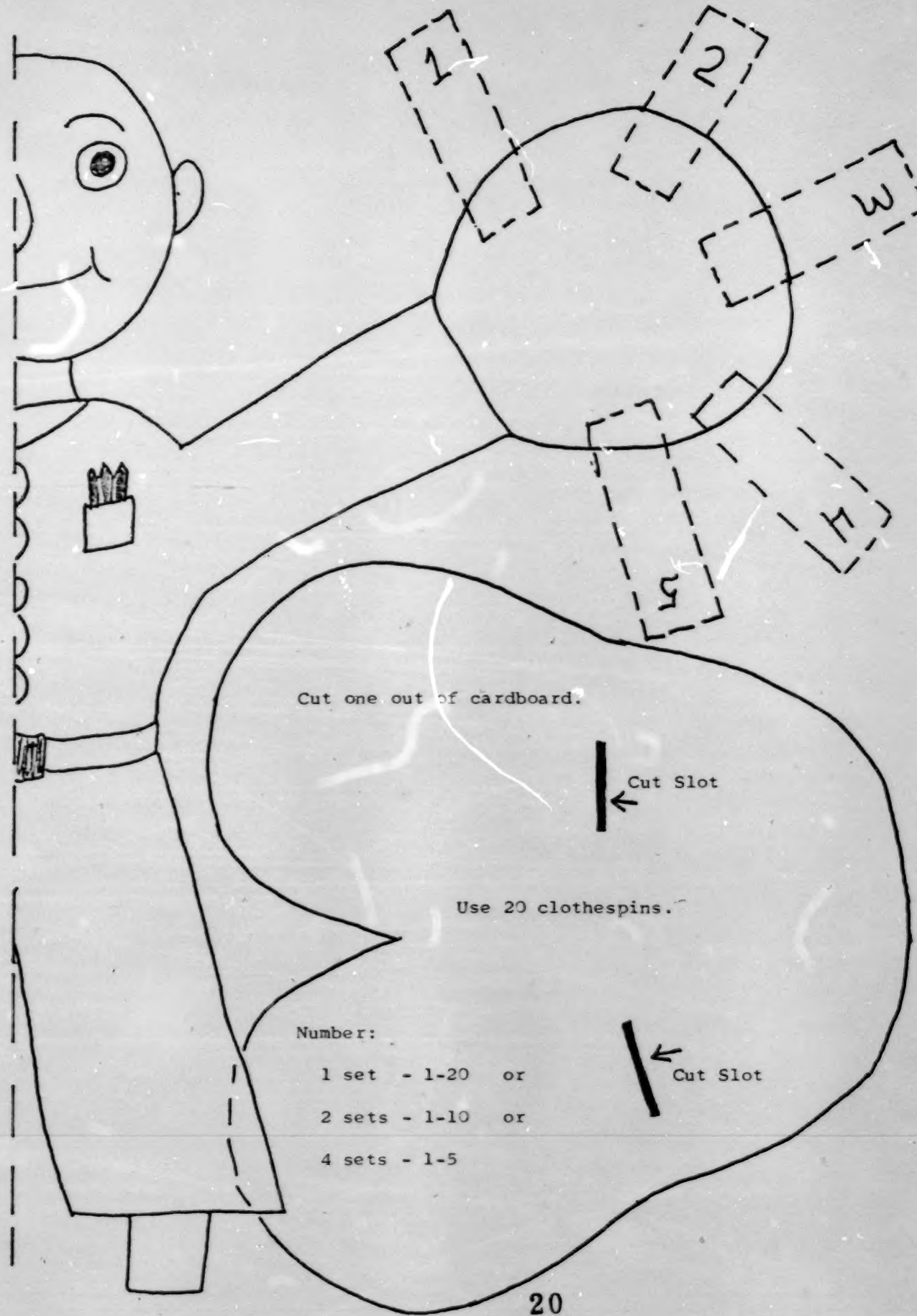
Me! by Beth Clure and Helen Rumsey (Bowmar Publishing Co.)
Things I Like to Do, by Beth Clure and Helen Rumsey (Bowmar Publishing Co.)
Are You My Mother? by P. D. Eastman and C. M. Phalen (Random House)
Happy Birthday, by Elsa Ruth Mast (Education Reading Service)
Just Me, by Marie Hall Ets (Childcraft)
Let's Be Enemies, by Janice M. Udry (Scholastic Book Service)
My Story About Me, by Tina Thoburn and Betty Lou Hedges (Western Publishing Co., Inc.)
Play With Me, by Marie Hall Ets (Childcraft)
That's What Friends Are For, by Florence P. Heidi (Scholastic Book Services)
What Do You Day, Dear, by Maurice Sendak (Scholastic Book Services)
What Mary Shared, by Janice M. Udry (Scholastic Book Services)

Filmstrips

Family Fun (Singer/SVE)
A Day With Your Family (Singer/SVE)

EVALUATION

Does the child show some indication of identity or self-awareness?
Is the child seemingly proud of his accomplishments?
Does the child exhibit cleanliness and good grooming habits?
Is the child aware of his place and role in his family?
Does the child get along with children his own age?


1
2
3
4
5
Cut one out of cardboard.
Cut Slot
Use 20 clothespins.
Number:
1 set - 1-20 or
2 sets - 1-10 or
4 sets - 1-5
Cut Slot
20

ENRICHMENT ACTIVITIES

Language Development

1. Using a lunch-size paper bag, make a "Me" puppet. Provide the child with yarn the color of his hair, color the face for features or use cutouts. Encourage the child to color his eyes blue if he has blue eyes, etc. Give the puppet the child's name and encourage the child to talk through the puppet.

3. Play the "Postman Game" with three or more children. Print a child's name on each envelope. Draw a stamp or place a real stamp in the corner of the envelope. Place a simple picture that the child can identify in each envelope. Place the envelopes in a paper bag. Provide a postman's cap or any cap that a man might wear. Encourage a child to pull out an envelope from the bag and deliver it to the child whose name appears on the envelope. The child who receives the letter identifies the picture inside the envelope and then he becomes the next postman. Other children and/or adults may assist the postman.

Fine Motor

1. Fingerplay - Where is Thumbkin?
Cut two hand shapes out of felt making each a different color. Place one hand on the felt or flannel board. Cut the thumb and fingers from the other hand. As each finger or the thumb is identified, encourage the child to place it on top of the proper thumb or finger that is on the flannel board.

Self-Help and Social

1. Teach the child dressing skills and clothing care such as hanging up the coat or putting on the coat. Lay the coat on the floor unbuttoned and opened; stand at the top of the coat; bend over placing arms in the correct armholes and then flip the coat over the head. To hang up the coat, lay the coat on the floor or table and place each end of the hanger in the corresponding armhole. Bring the front of the coat together.

BODY PARTS

BODY PARTS

OVERALL OBJECTIVES

To be able to identify body parts by name.
To be able to touch specific parts on a picture, a figure or self when teacher calls out the name.
To be able to match the body part to its function.
To develop an awareness of self.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Play "Simon Says":
   stand up
   touch your neck
   nod your head
   touch your nose
   open your mouth
   touch your ears
   wave your hands
   close your eyes
   open your eyes
   clap your hands
   bend your body
   lift your leg
   sit down

2. Using the disassembled mannikin from the Peabody Kit, identify body parts and assemble the mannikin.

   a. Child can do by himself.
   b. Child and teacher scramble parts or take one part away - child will unscramble or name missing part.

3. Sing "Where Is Thumbkin?" (See page 3.)
   (Tune: "Are You Sleeping?")

4. Learn a poem about touching parts of our bodies, from the Peabody Kit, lesson #16.

   Touch your nose,
   Touch your chin,
   That's the way the game begins.
   Touch your eyes,
   Touch your knees,
   Now pretend you're going to sneeze.
   (finger under nose)

Touch your hair,
Touch one ear,
Touch your two red lips right here.
Touch your elbows,
Where they bend,
That's the way this touch game ends.

5. Play "P. Mooney and Mr. Nobody" from the Peabody Kit, lesson #21, and show stimulus cards V.1 - V.13. Present the cards again one at a time and help the child to retell the story. Encourage him by filling in details he may have forgotten.

6. Sing: (Tune: "If You're Happy and You Know It")

Put your finger on your ear, on your ear;
Put your finger on your ear, on your ear;
Put your finger on your ear, leave it there
about a year;
Put your finger on your ear, on your ear.

Put your finger on your head, on your head;
Put your finger on your head, on your head;
Put your finger on your head, leave it there
till it turns red;
Put your finger on your head, on your head.

Put your finger on your nose, on your nose;
Put your finger on your nose, on your nose;
Put your finger on your nose, leave it there
till it grows;
Put your finger on your nose, on your nose.

Put your finger on your cheek, on your cheek;
Put your finger on your cheek, on your cheek;
Put your finger on your cheek, leave it there
about a week;
Put your finger on your cheek, on your cheek.

7. Read Dr. Seuss Series: Eye Book
Nose Book
Foot Book
Hand Book

8. Fingerplays:

Right and Left

This is my right hand,
(Follow action as rhyme indicates.)
I'll raise it up high.
This is my left hand,
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

Hands

My hands upon my head I place,
(Follow action as rhyme indicates.)
On my shoulders, on my face.
On my hips I place them so.
Now behind my back they go.
Now I raise them up so high
Make my fingers fly.
Now I clap them, one, two, three,
Then I fold them silently.

Hands on Shoulders

Hands on shoulders, hands on knees,
(Follow action as rhyme indicates.)
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;
Hands up high in the air,
Down at your sides and touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

Roll your hands, roll your hands,
(Follow action as rhyme indicates.)
As slowly, as slowly, as slow can be.
Then fold your arms like me.

Roll your hands, roll your hands,
As swiftly, as swiftly, as swift can be.
Then fold your arms like me.

Clap your hands, clap your hands,
As loudly, as loudly, as loud can be.
Then fold your hands like me.

Feet

Two little feet to go tap, tap, tap,
(Follow action as rhyme indicates.)
Two little hands to go clap, clap, clap,
A quick little leap up from the chair,
Two little arms reach high in the air.

Two little feet go jump, jump, jump,
Two little hands go thump, thump, thump,
One little body turns around and round,
One little child sits quietly down.

I'll take my foot and hop, hop, hop.
(Children hop.)
I'll rest a while and stop, stop, stop.
(Children crouch and rest.)
I'll turn around and count to ten.
(Children turn and count quickly.)
I'll take one foot, and hop again!
(Children hop.)

Clap Your Hands

Clap your hands, clap your hands,
(Follow action as rhyme indicates.)
Clap them just like me.
Touch your shoulders, touch your shoulders,
Touch them just like me.
Tap your knees, tap your knees,
Tap them just like me.
Shake your head, shake your head,
Shake it just like me.
Clap your hands, clap your hands,
Now let them quiet be.
(Fold hands in lap.)

This Is Me

I use my eyes to see a dog, a cat, a tree.
(Touch appropriate body part.)
I can smell with my nose a lemon or a rose.
I use my ears to hear a hearty football cheer --
(On Rah! rah! - throw arms up and shout.)
I use my mouth to speak and also taste and eat.
I use my hands to touch;
I feel soft and smooth and rough.
Touch, taste, hear, smell, see;
All of these are me!

- Carole Anne Russler

Gross Motor

1. Game and song "Here We Go Loopty-Lou"

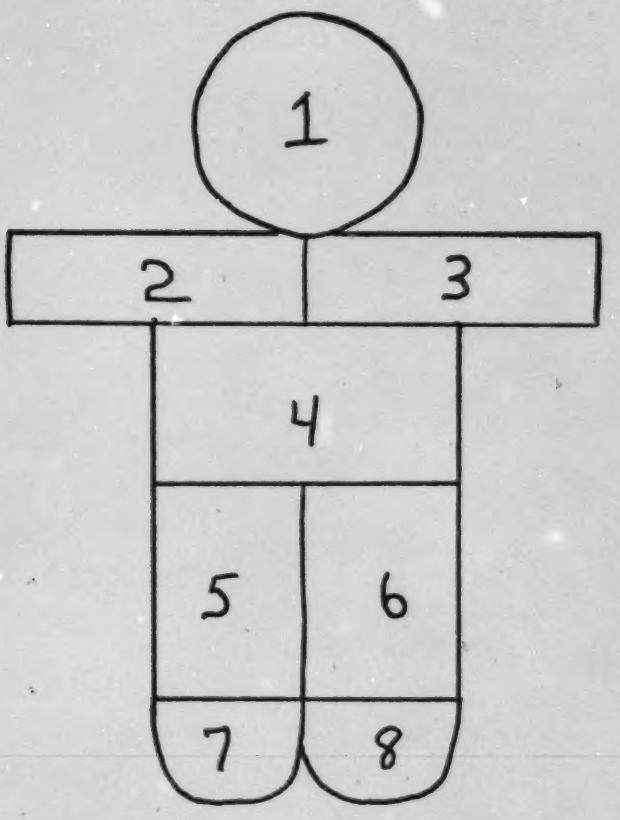
Chorus
Here we go loopty-lou
Here we go loopty-lie
Here we go loopty-lou
All on a Saturday night.

Put your right foot in
Take your right foot out
You give your right foot a shake, shake, shake
And turn yourself about.

Repeat preceding using left foot, right hand, left hand, head, and whole self.

(See also Enrichment Activities p. 20a, Gross Motor #1.)

2. Draw a body hopscotch with chalk.



As the child jumps on each part, have him name that part. Try jumping and hopping. If the child is able, roll a stone on progressive parts and play as a regular hopscotch game.

3. On a sunny day, play shadow tag (the child tries to step on another child's shadow and then that child is "it"). Adapt rules to your particular group's abilities. (See also Enrichment Activities p. 20a, Gross Motor #3.)

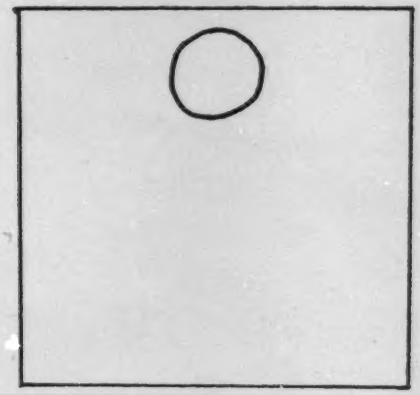
4. On a large sheet of paper, have the child lie down. Draw around him with a crayon. These can be cut out and clothespinned to a wire fence or taped to an outside wall for the child to paint-in features and clothes. These can also be mounted on cardboard, cut out and dressed in the child's own clothing.

Fine Motor

1. In a box of wet sand, have the child make an impression of his hand or foot. Fill in with a plaster of paris mixture (pourable). It will harden enough in 15 to 20 minutes to remove from the sand.

2. Make a "Me Cookie". With a basic sugar gingerbread cookie dough, have the child roll out arms, body, head, and legs to represent himself. Assemble on a cookie sheet and bake until done.

3. Give the child a sheet of paper with a colored circle pasted on it. Have him draw a picture of himself, using the circle as his head. Give him felt pens and collage materials (tissue paper, buttons, beads, beans, seeds, yarn, string, and scraps of fabric) to fill in the details.



4. Place a thin layer of colored paint on a paper for the child to use as a stamp pad to make a footprint, thumbprint, or handprint. These can be cut out or detailed with felt pens or crayons. Thumbprints can become fish, birds, or other animals. Handprints can become turkeys or flowers. Footprints can become the body of a person.

Cognitive

1. For tactile experience use texture balls,"feely" patches, or have the child make his own "feely" box or scrapbook. Take a walk with the child. Carry a paper bag and pick up appropriate pieces of "litter". Discuss shape and texture of each piece with the child. Lay the found objects out on a

table. Make a "feely" book by gluing a piece of litter on each page or make a "feely" box by cutting the end out of a shoe box, secure the top closed and put objects into the box. Without looking, have the child identify what his hand picks up and feels. This can be made more effective with familiar household items (clothespins, bottle caps, cotton balls, marbles, pieces of tree bark, etc.).

2. Make smelly jars by using baby food jars. In each jar put a different substance to smell for identification (cinnamon, clove, vanilla, peanut butter, etc.). Saturate cotton balls with substances (lemon extract, strong coffee). This will eliminate visual clues.

3. Give the child a tasting experience. Discuss with him the various types of taste as he samples. Examples:

   sour - lemon, pickles
   sweet - pudding, cookies
   bitter - coffee, tea, cocoa, unsweetened chocolate
   salt - potato chips, pretzels

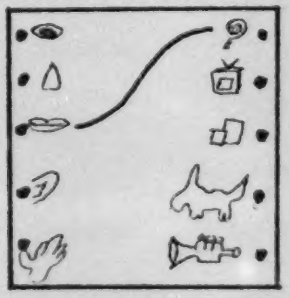
(See also Enrichment Activities p. 20a, Cognitive #3.)

4. For a hearing experience, place the following items in small empty baby food jars or empty 35-mm film cans:

   2 pennies
   several paper clips
   rice
   small bits of paper
   two pieces of wood
   popcorn

   Shake them to determine whether they shake loud, soft, heavy, light, etc. Duplicate the set of sounds so that the child can match the same sounds without looking.

5. Make a lace and match card.



lollipop
TV
scraps of cloth & sandpaper
skunk
horn

Lace body part to what it can do.

Self-Help and Social

1. With an unassembled mannikin from the Peabody Kit, help the child fit the body parts together to make a boy or girl. Discuss the body parts, left and right positions, etc. as he works.

2. Have the child help prepare a "Me Lunch".

   Generously butter 1/2 hamburger bun or English muffin. (This is to be the "Glue" for the rest of the face.)

   Have the child use thin carrot strips for the hair and mouth, pieces of hot dog or canned wieners for the nose, olives or radishes for the eyes.

   Serve with milk or potato chips for a well balanced lunch or snack.

3. Demonstrate proper tooth brushing techniques. Give the child a new toothbrush and his own tube of toothpaste. Some companies furnish a kit for this purpose upon request.

SUGGESTED MATERIALS

Miscellaneous

Peabody Kit, Level #P - disassembled mannikin; boy and girl mannikin and clothes (American Guidance Services, Inc.)
Texture balls (balls covered with different textured materials - cotton, burlap, velvet, fur, etc.)
"Feely" Patches (R. J. Stone Products)
"Feely" Box (to make see Pandora's Box, page 90)
Sound Cylinders (to make see Pandora's Box, page 93)
Lace and Match Card (to make see Pandora's Box, page 99)
Plaster of paris; sand
Cookie dough
Collage materials
Brown wrapping paper, scissors, cardboard, glue, crayons, old magazines, yarn or string
Smell Jars (to make see Pandora's Box, page 91)

Records

Learning Basic Skills Through Music - Health and Safety, Vol. III by Hap Palmer (Educational Activities, Inc.)
"Take a Bath"
Sesame Street, (Golden Records)
"I've Got Two"
"Rubber Ducky"

Books

Me! by Beth Clure and Helen Rumsey (Bowmar Publishing Co.)
Little Bunny Follows His Nose, by Howard, Golden Books (J. S. Latta, Inc.)
How Does It Feel? by Beth Clure and Helen Rumsey (Bowmar Publishing Co.)
The Noisy Book, by Brown (Harper and Row)
Nose Book, Foot Book, Hand Book, Eye Book, by Dr. Seuss (Random House)

EVALUATION

Can the child identify body parts - hand, foot, neck, head, etc.?
Does he know with what you hear, see, smell, taste, feel, etc.?
Can he describe how something tastes, feels, or smells?
Can he discriminate between sounds?

ENRICHMENT ACTIVITIES

Gross Motor

1. Learning Basic Skills Through Music - Getting to Know Myself by Hap Palmer (Educational Activities, Inc.)

3. Turn the lights off in the room. Place a flashlight on a table so that the light will shine on a wall. Have the child stand in the spotlight. Encourage the child to vary the size of the shadow he can make by moving closer or farther from the flashlight.

Cognitive

3. Prepare bite size pieces of a fresh fruit such as a pineapple and a canned fruit. Ask the child questions that will encourage him to compare the taste of the fresh fruit to the canned fruit. A further extension of this activity would be to plant the seed from the fresh fruit.

HOMEMAKING

OVERALL OBJECTIVES

To show the child the importance of tidiness and cleanliness.
To allow the child to be a part of keeping his home neat and clean.
To involve the child in the basic skills of housekeeping.
To enhance a cooperative spirit among family members.
To demonstrate the simplicity of maintaining orderliness.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Fingerplays:

The Washboard

Here's a little water,
(Turn right wrist as if turning on faucet.)
Here's a little tub,
(Make circle with two arms.)
Here's a little cake of soap,
(Circle with two hands.)
Here's the clothes we rub,
And this is the way we rub.
(Motion of rubbing clothes.)
Here's a line way up high,
(Middle fingers only touch above head, making line.)
Now the clothes can dry.

We Wash Our Clothes

(Tune: "Round the Mulberry Bush")

This is the way we wash our clothes,
Wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early in the morning.
(Hold fists close together and scrub together.)

This is the way we hang our clothes,
Hang our clothes, hang our clothes.
This is the way we hang our clothes,
So early in the morning.
(Raise arms as though hanging clothes.)

This is the way we iron our clothes,
Iron our clothes, iron our clothes.
This is the way we iron our clothes,
So early in the morning.
(Make a fist for iron and glide over other arm.)

This is the way we mend our clothes,
Mend our clothes, mend our clothes.
This is the way we mend our clothes,
So early in the morning.
(Hold one hand in front and make sewing motions on it with other hand.)

This is the way we fold our clothes,
Fold our clothes, fold our clothes.
This is the way we fold our clothes,
So early in the morning.
(Make appropriate folding motions.)

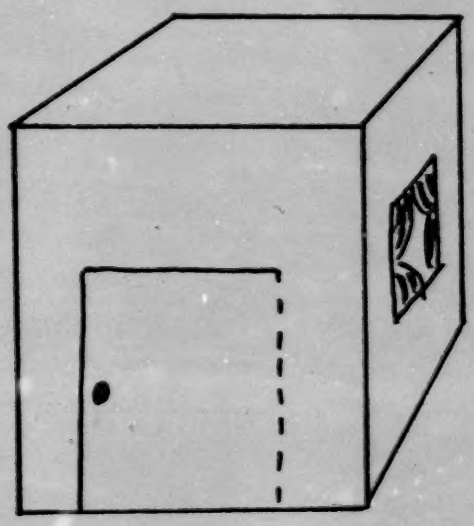
2. Read The Man Who Didn't Wash His Dishes by Phyllis Krasilovsky. Follow up with a "tour" of the child's own kitchen. Note where dishes, silverware, cooking ware and foods are placed. Wash, dry and put away items which may be out of place.

3. From the record, Snow White and the Seven Dwarfs, play and learn the song "Whistle While You Work."

See also Enrichment Activities p. 27a, Language Development.

Gross Motor

1. Make a secret room. Take a large appliance carton, set it up so that the open end is on the floor (this makes the closed end face the ceiling). Cut a door in one side.



Using tempera, wall paper or contact paper, cover the outside of the box. Decorate the inside in a similar way. Furnish the room with a small chair, crate, barrel or whatever may be available. Add a lamp and books, dolls, etc.

2. Hold a broom handle over the child's head and instruct him to walk under it. Continue to lower the handle for the child to go underneath. See how low the broom handle can be placed so that the child can go under it without touching the broom handle.

3. Be a trash collector. Use a large empty grocery bag and have the child make daily rounds to each room of the house. Have him pick up papers and throw away items lying on the floor and empty waste baskets in the trash can outside. Reward after each "trip". Do the same thing in the back yard.

4. Hang an old towel on the clothesline with 5 clothespins across the top. Cut a large hole in it. Give the child bean bags to throw through the hole. Use a broom handle or string to determine the standing point from which to throw. As the child improves, move the broom handle farther away from the clothesline.

Fine Motor

1. Make a map of your house. On separate pieces of cardboard (shirt boards, gift boxes, etc.) have the child cut out and paste pictures of furniture or appliances which would represent a particular room. (Stove for kitchen, bed for bedroom, etc.) Arrange squares like your own house. Mix them up and try to put them back in order.

2. Fun with the laundry. Have the child help sort the clothes into white and colored piles to help mother prepare to do the laundry. When finished, fold each piece which doesn't need to be ironed and place in a pile according to where it is stored. After the child has learned the procedure, he can lighten your work load by helping sort and fold the clothes.

3. Make a kitchen collage. Prepare a muffin pan containing various foods or kitchen materials to paste onto large pieces of shelf paper, wall paper, or other available backing. Cutting a piece of cardboard from a cereal box makes a good collage mounting.

Include in the muffin pan:

Macaroni	String pieces
Rice	Rubber canning jar lids
Popcorn	Twists for plastic bags
Cereal bits	Old canned food labels
Bottle tops	

4. Gather items such as:

Spools	Muffin papers
Toothpaste tube caps	Small boxes
Scraps of material or felt	Spray top lids

Decorate the inside of a shoe box with wall paper or contact paper. Construct furniture from scrap items. Add tiny dolls, flowers, etc. to decorate the room. (See also Enrichment Activities p. 27a, Fine Motor #4.)

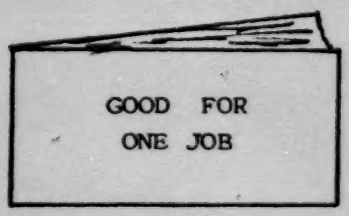
Cognitive

1. Make a lotto type game using 6 shirt boards. Label each card living room, kitchen, bedroom, bathroom, dining room, or garage. Cut out of catalogs or magazines furniture pictures and mount on 3 x 5 cards. Turn the cards upside down in a pile. As the child selects each picture, he determines in which room that piece belongs and places it on the proper room card.

2. Use 5 pairs of clean socks, 10 clothespins and a clothesline. Have the child hang each sock and count 1-10. Make two sets of 5 socks on the line. Talk about sets. Make a set of 3 socks; have the child make a set of 3 like yours. Vary the colors of socks. Hang them in color sets. Hang the socks in pairs. How many clothespins did you use? How many pairs of socks are hanging?

Self-Help and Social

1. Prepare with the child a booklet of coupons to use for a gift for Mom or Dad. The child gives the coupon book to the parent or adult. Each time the parent/adult wants the child to do a specific job (clean room, dust, etc.) the parent/adult gives the child a coupon.



Discuss with the child that the recipient can "cash in" a coupon for help with house or yard work. This makes a delightfully different sort of gift for a birthday or special day for a family member.

2. Prepare a shoe shine kit for the child. Include paste polish, applicator, and soft cloth. Show the child the proper way to take care of his shoes. As he learns, let him polish others' shoes.

3. A trip to the moon. On the child's bedroom door or closet door, mount a rocket ship and moon to try to reach each day, (pattern on page 27). Thread the rocket ship on a strip of paper on which several daily tasks have been listed in daily sequential order: put toys away; dressed by myself; helped clear table; etc. As each task is completed, have the child move rocket toward the moon. Move it back to the bottom each day.

See also Enrichment Activities p. 27a, Self-Help and Social.

SUGGESTED MATERIALS

Miscellaneous

Large appliance box
Wall paper roll scraps
Tempera paints
Broom handle
Clothespins, clothesline, 5 pairs of socks
Shirt board or pieces of cardboard boxes
Beanbags, large old towel
Muffin pan
Miscellaneous household and kitchen objects
(macaroni, rice, cereal bits, bottle tops, string pieces, rubber canning jar lids, twists for plastic bags, old canned food labels, spools, toothpaste tube caps, scraps of material or felt, muffin papers, small boxes, spray top lids)
Shoe box
Catalogs, magazines
3 x 5 index cards
Paste shoe polish, applicator, cloth

Records

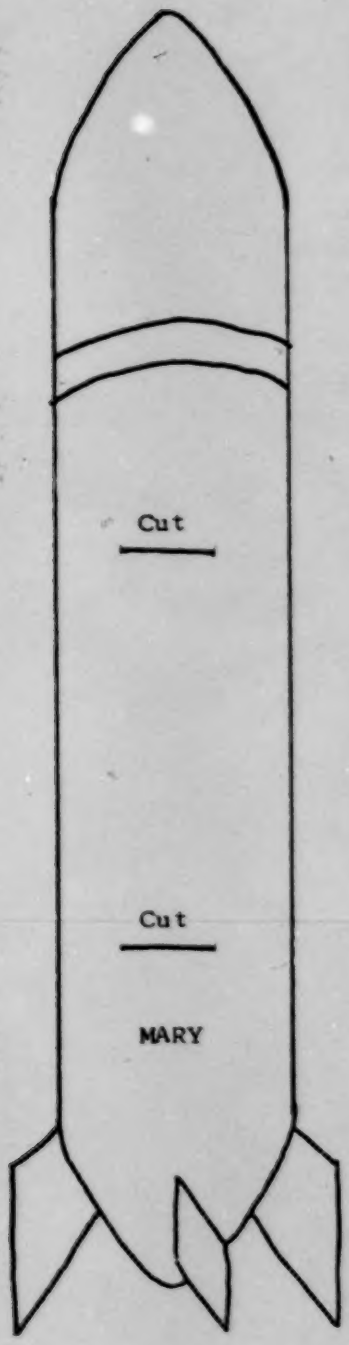
Making Music Your Own, Silver Burdette Co. Record 6, Side 2 (General Learning Corporation)
"Mothers Make a Home"
Snow White Record and Book Set (Educational Reading Service)

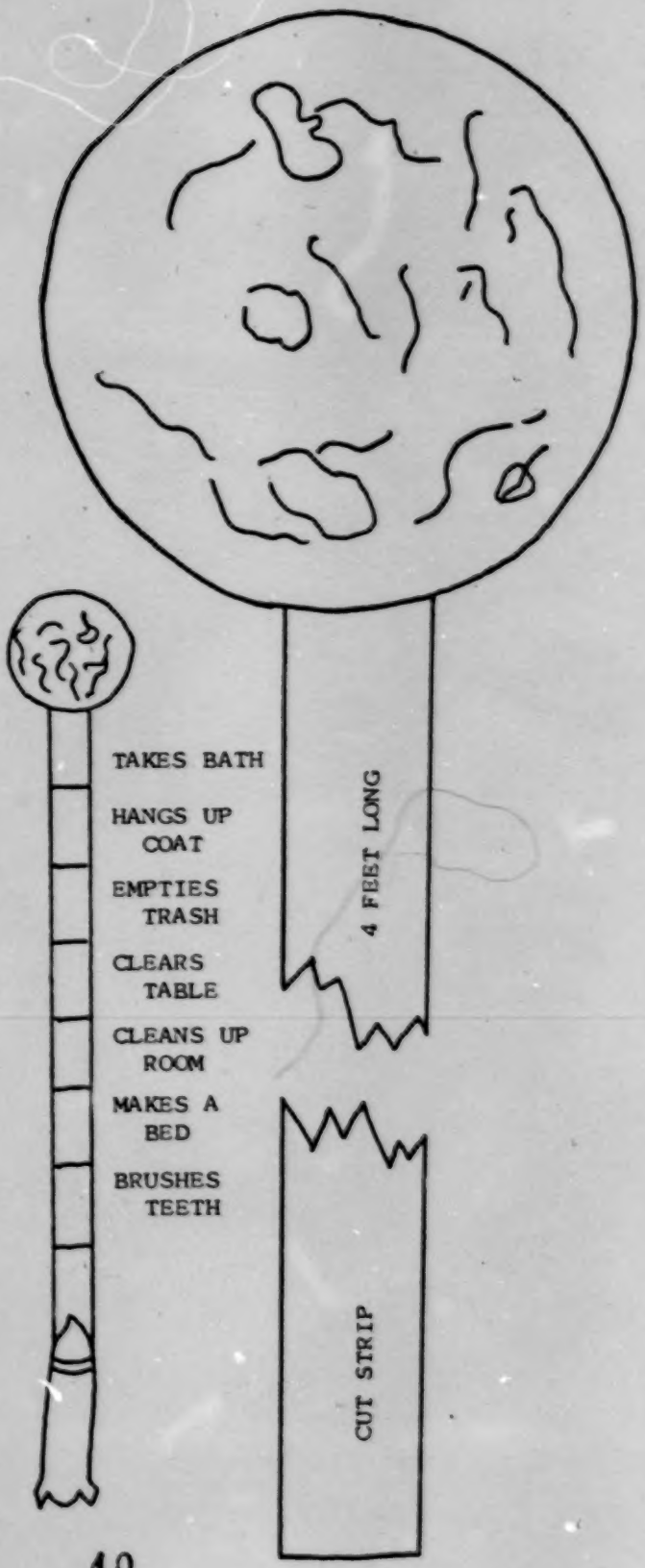
Books

Dear Garbage Man, by Gene Zion (Harper & Row)
The Man Who Didn't Wash His Dishes, by Phillis Krasilovsky (Doubleday & Company, Inc.)

EVALUATION

Does the child understand the importance of tidiness and cleanliness?
Is the child an integral part of daily household duties?
Does the child display evidence of keeping order?


Cut
Cut
MARY


TAKES BATH
HANGS UP COAT
EMPTIES TRASH
CLEARS TABLE
CLEANS UP ROOM
MAKES A BED
BRUSHES TEETH
4 FEET LONG
CUT STRIP

40

ENRICHMENT ACTIVITIES

Language Development

Cut labels from food items that are frequently bought in the grocery store. During the next trip to the grocery, give the child a label and guide him to the area where he can find that particular item.

Fine Motor

4. Object Painting - Using spools, toothpaste tube caps or small boxes paint pictures.

Self-Help and Social

Have the child help decide on a luncheon menu. Assist the child in making and sending invitations to lunch to two or three friends in the neighborhood. Assist the children in preparing the lunch.

THINGS WE EAT

THINGS WE EAT

OVERALL OBJECTIVES

To help the child develop a taste for different foods.
To be able to recognize and name the more common foods.
To be able to distinguish between fruits, vegetables, meats and dairy products.
To understand the importance of eating good foods.
To help the child develop good table manners.
To create an awareness of how a vegetable grows.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Using a fresh green pepper and a cucumber, draw faces on them. Give one to the child and keep one. Carry on a conversation between the two vegetables describing how they look, etc.

2. Peabody Lesson 36, page 63. Using the plastic fruits and vegetables from the kit, identify 5 or 6 pieces with the child. Then play guessing game: "I'm thinking of something that grows in bunches. They are blue and are a fruit." (Grapes)

3. Let the child choose a fruit or vegetable to hold. Teach this rhyme:

   One banana, two bananas,
   Three bananas, four,
   Five bananas, six bananas,
   Seven bananas, more.

   Repeat with a new piece of food.

4. Display Peabody Story Poster Y-6. Have the child name as many objects as possible. Ask questions about the poster: "What are the people doing?" "Where are they?" "What kinds of stores are these?" etc.

5. Add-a-word. The teacher names a word (fruit, vegetable, meat or dairy). The child says all the words he can think of that fit into that category.

6. Prepare six 5 x 7 cards on which pictures are drawn or pasted. Three are foods; one is not. For example: orange, apple, cat, banana. Have the child identify the pictures on each card, then ask: "Which is not a food we eat?"

7. Fingerplays:

Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can,
(Pat palm of one hand with fingers of other.)
Pat it and prick it and mark it with a "B"
(Pat hands firmly.)
And put it in the oven for baby and me.

Little Miss Muffet

Little Miss Muffet,
(Right hand fist, thumb extended.)
Sat on a tuffet,
(Place right fist on left fist.)
Eating her curds and whey.
(Eating motion with left hand.)
Along came a spider,
(Use left hand in walking motion.)
And sat down beside her,
(Walk left hand beside right fist.)
And frightened Miss Muffet away.
(Throw hand out in sudden motion.)

Sing a Song of Sixpence

Sing a song of sixpence, a pocket full of rye,
Four and twenty blackbirds baked in a pie.
(Make a circle with arms.)
When the pie was opened,
(Arms extended, palms up.)
The birds began to sing.
(Flutter fingers.)
Wasn't that a dainty dish to set before the king?
The king was in his counting house,
(Cup one hand loosely.)
Counting out his money.
(Pick up "money" with other hand.)
The queen was in the parlor,
Eating bread and honey.
(Make eating motions.)
The maid was in the garden,
Hanging out the clothes.
(Hands extended upward.)
When down came a blackbird,
(Flutter one hand down.)
And nipped off her nose!
(Nip nose.)

See also Enrichment Activities p. 38a, Language Development #7.

Gross Motor

1. To the tune of "Mulberry Bush" make up variations and sing with the action:

"This is the way we shuck the corn . . . .
. . . . hoe the ground . . . .
. . . . plant the seeds . . .
. . . . pull the weeds . . . .
. . . . pick the peach . . . .
. . . . gather the eggs . . ."

2. Cut out of poster board 10-20 milk cartons (or other food shapes) and place on the floor, spaced 6" apart. Have the child hop, jump, walk, skip around, or run between them. (See page 37.)

Fine Motor

1. Help the child prepare an instant pudding mix according to directions on the box. Use a hand egg beater for mixing. Spoon into dishes or paper cups and serve for a snack.

2. Use Sifo Puzzles (J. S. Latta, Inc.)-- Fruits, Vegetables, Cake Maker, and Set the Table -- for the children to manipulate and put together.

3. Help the children learn the importance of eating all kinds of foods to stay healthy. Prepare 3 x 5 cards of 12 or more foods. On the backs for checking, print the word GO (for carbohydrates and fats), GLOW (for fruits and vegetables), and GROW (for protein). Supply three boxes on which the words GO, GLOW, GROW are printed with an example of each. Have the children classify each one and then check himself when finished by looking on the back of each card.

4. Help the child cut an apple in small pieces, place in a sauce pan, add a little water, cook down and strain. Add sugar and cinnamon. Serve for a snack.

5. To make Sugar Cookies,

cream together:	1/2 C. shortening
	3/4 C. sugar
	1 egg
sift and add:	1 1/4 C. flour
	3/4 t. salt
	1 t. baking powder
	1/2 t. vanilla
chill and bake:	12-15 minutes at 350°

Cut out of cardboard 4" letters of the child's name. Cover each with aluminum foil. Using these as patterns, have the child mold cookie dough over each letter and place on cookie sheet to bake. Can be frosted and decorated.

6. Potato printing. Cut a potato in half. On one half, carve out a design.

Dip into shallow, tacky tempera paint and stamp on a sheet of manila paper. If the child is able, have him make a design on the other half of the potato; use extreme caution with the sharp knife.

Cognitive

1. Using foods from the Peabody Kit, place one on the table or floor in front of the child. Instruct him to put his piece of food (in front of), (behind), (beside) the one on the floor. Hold the food up. Have the child position his (over), (under).

2. After reading Bread and Jam for Francis, have the child prepare a snack of bread and peanut butter or jam. Instruct him to cut the bread into halves or quarters.

3. With the flannel board use teacher-made fruits relative to color: yellow banana, orange, green apple, blue grapes, red cherries. Review the colors with the child.

4. Make 3 x 5 cards using pictures of food with the child prior to the lesson. Lay them face down one at a time and place in groups according to vegetables, fruits, meats, and dairy products.

5. Play Candyland.

6. Have a food tasting party. Choose several unusual foods such as:

coconut	lemon	sunflower seeds
pineapple	endive	buttermilk
mango	whole wheat bread	corned beef
nectarine	cottage cheese	cheese
chard		

Have the children taste several of these to develop a familiarity with foods they haven't experienced. Have them describe the taste: sour, sweet, salty, bitter, etc.

7. Using Peabody Stimulus Cards, show and discuss a group of three. Place them face down on the table. Turn two over. See if the child can name the one which remains down.

8. Using the Show and Tell Projector, show "Jack and the Beanstalk". Plant a lima bean seed in a baby food jar. Care for it and watch it grow. Record its growth day by day on prepared sheet (see page 38). Discuss what plants need in order to grow. When large enough, transplant outside in the ground.

Self-Help and Social

1. Make a placemat with the child. On his favorite color of construction paper, place dishes and silverware. Have the child draw around them. Laminate with clear contact paper. Show the child how to match the dish to the outline. Encourage him to set his and others' places at the table.

2. Take a trip to the grocery store. Give the child 25¢. Help him make a purchase and give the money to the clerk. Help the child find different fruits and vegetables and meats. Point out how foods are kept and displayed in the store: freezer, cooler, on shelves, etc.

3. By example through a tea party show the child how "please" and "thank you" are used during meal time. Also exemplify good manners.

4. Have the child invite a friend for a luncheon. Help the child prepare the menu and food.

5. Plan a field trip to a bakery.

   Objectives: To observe the steps in bread baking; to participate in a group experience; and to realize that many people are needed to make a loaf of bread.

   Preparation:
   a. Make arrangements with the bakery manager and school principal for transportation on a specified date.

b. Send permission slips home to be signed by the parent specifying date, times involved, purpose, exact place, means of transportation, bag lunch and small amount of money if needed.
c. Show pictures/slides taken at the bakery before the field trip to the bakery.
d. Discuss with the children safety and social rules to follow while on the trip.
e. Write down questions the children have suggested prior to the trip; jot down the answers at the bakery.

Follow-up:

a. Write an experience story underlining new vocabulary words. Make word cards to accompany the story. (An experience story is dictated by the children about what they saw and written by the teacher on large lined paper.)
b. Set up a "store" with cash register, play money, doughnut boxes, bags, etc. for use at certain times.
c. Write a thank you letter to the bakery manager.

Evaluation:

a. Do the children display an understanding of the source of baked goods?
b. Are new words evident in their vocabularies relative to bakeries?
c. Did the children show growth in group interaction and socialization as a result of the field trip?

(See Also Enrichment Activities p. 38a, Self-Help and Social #5.)

6. Carry out suggested tasks on the Task Sheet (see page 36). Discuss with the mother the items they have completed.

MATERIALS

Miscellaneous

Various fresh fruits and vegetables
Peabody Kit (American Guidance Services):
    Stimulus cards - Foods (F)
    Food models
    Story poster Y-6
    Lesson 36, page 63
Instant pudding mix, apple, bread, jam, peanut butter, cookie dough ingredients, utensils
Magazines
Posterboard cutouts of milk carton (see page 37 for pattern)
Colored paper, paste, crayons, scissors
Candyland Game (Milton Bradley, Springfield, Massachusetts)
Felt pens
Vegetable seeds, baby food jars
Flannel Board (to make see Pandora's Box page 15)
Several unused foods (such as page 31, No. 6)
Show & Tell Projector (General Electric)
Cash Register (Sears)
Play money
Empty food containers
Sifo Puzzles (J. S. Latta, Inc.)

Records

Making Music Your Own, (K)Silver Burdette Co. Record V, Side 1 (General Learning Corporation)
    "Jimmy Crack Corn"
Carrot Seed, (Childcraft)
Mother Goose and and Nursery Songs, (Golden Records)
Show 'n Tell Picturesound Program, (General Electric)
    "Jack and the Beanstalk"

Books

Come to Work with Us in a Dairy, by Wilkinson (Sextant Systems, Inc.)
Chicken Soup with Rice, by Sendak (Scholastic Book Services)
Blueberries for Sal, by McCloskey (The Viking Press)
Bread and Jam for Francis, by Hoban (Scholastic Book Services)
Gingerbread Man, by Arno (Scholastic Book Services
Green Eggs and Ham, by Dr. Seuss (Random House)

EVALUATION

Does the child willfully taste new foods? Has he added one new food to his diet?

Can the child classify common foods into the four categories: vegetables, fruits, meats, dairy?

Does the child realize that he needs to eat something from each of the four basic food categories each day?

Is the child able to name more common foods?

Does the child display acceptable table manners relative to his age level?

TASK SHEET

(To be used with Mother and Children.)

Plan a breakfast using foods from each group. _____

Prepare and serve breakfast. _____

Plan a lunch using foods from each group. _____

Prepare and serve lunch. _____

Plan a supper using foods from each group. _____

Prepare and serve supper. _____

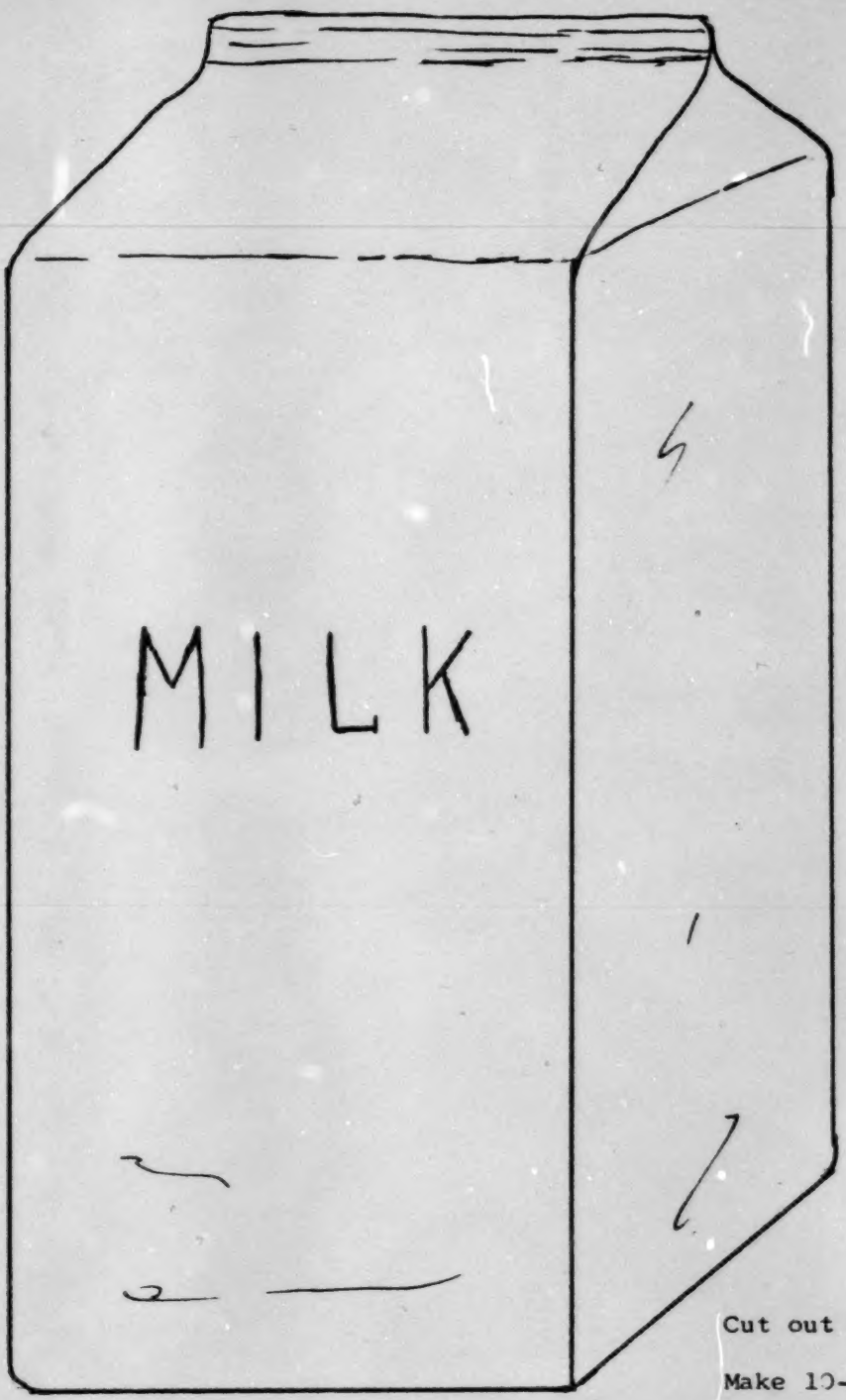
Make a "Duty Chart" so that each family member can help in meal preparation. _____

Make a grocery list for one week. _____

Keep a record for a week of everything you eat or drink. _____

Make a list of foods that are nutritious and satisfying for snacks. _____

MILK CARTON PATTERN



Cut out of oaktag.

Make 10-20

52

SEE A SEED GROW

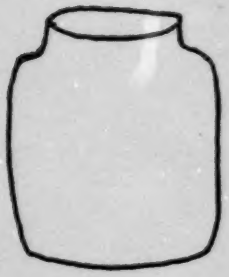
Day 1

Day 2

Day 3

Day 4

Day 5



Day 6

Day 7

Day 8

Day 9

ENRICHMENT ACTIVITIES

Language Development

7. Pat-A-Cake - After learning the fingerplay, assist the child in making biscuits and making his initial on top of the biscuit with a knife or colored sugar.

   Little Miss Muffet - Children and some adults may wonder what Miss Muffet was eating. She was eating cottage cheese - curds. The liquid left over when you make cottage cheese is whey. To add further meaning to the fingerplay Little Miss Muffet, make cottage cheese at home with the child.

   Recipe for Cottage Cheese

   2 cups milk
   1 tablespoon vinegar
   pot, spoon, strainer and bowl

   * Warm the milk slowly in the pot. Keep it on the stove just until a few bubbles form around the edge of the milk.
   * Take the pot off the stove and stir the vinegar into the milk.
   * Now the mixture will have to sit for about half an hour. Stir it every few minutes during this time.
   * After half an hour pour the mixture slowly and carefully through a strainer. The whey will drip through. The curds will stay in the strainer. Press the curds down with a spoon to get out any extra whey.
   * You are now ready to taste the cheese and the whey.

Self-Help and Social

5. Plan other field trips to a pizza shop, potato chip factory, apple processing plant, donut shop or whatever facility that may be located in your vicinity. For further enrichment of the field trip, make pizza, apple sauce, etc. with the child in the home.

ANIMALS

ANIMALS

OVERALL OBJECTIVES

To be able to identify common animals by name.
To be able to discriminate sounds of these animals.
To be able to make classification distinctions between these animals.
To enable the child to classify animals which move in the air, on land, and in the water.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Listen to the Peabody Animal Sound Records - match to corresponding animal stimulus cards. Have the child match the picture with the sound he hears.

2. Using magazines, workbooks, etc., have the child cut out pictures of animals, paste on paper to assemble into a scrapbook. Discuss with children likenesses and differences of the animals which are included in his scrapbook.

3. After a visit to a pet store, zoo, farm, or fish hatchery, write and illustrate an experience story. Include specific observations of each child and include his name in the story, e.g. Johnny said, "I saw a big snake, but I didn't want to touch it."

4. Using Peabody Kit recording of animal sounds, play for the children. Have them guess what sounds they are hearing. Sing: "Old MacDonald Had a Farm."

5. Fingerplay activities:

Little Elephants

One, two, three, four, five,
(Count fingers.)
Five little elephants standing in a row,
This little elephant stubbed his toe,
(Point to each finger in turn.)
This little elephant said, "Oh, oh, oh."
This little elephant laughed and was glad.
This little elephant cried and was sad.
This little elephant so thoughtful and good,
He ran for the doctor as fast as he could.

Bunnies

"My bunnies now must go to bed,"
(Left hand up, fingers straight.)
The little mother rabbit said,
(Hold up right fist, index finger up.)
"But I will count them first to see,
If they have all come back to me."
"One bunny, two bunnies, three bunnies dear,
(Touch the fingers in turn as you count.)
Four bunnies, five bunnies - yes, all are here!
They are the prettiest things alive -
My bunnies, one, two, three, four, five."
(Again, touch fingers as you count.)

My Turtle

This is my turtle,
(Make fist, extend thumb.)
He lives in a shell.
(Hide thumb in fist.)
He likes his home very well.
He pokes his head out when he wants to eat,
(Extend thumb.)
And pulls it back in when he wants to sleep.
(Hide thumb in fist.)

See also Enrichment Activities p. 48a, Language Development.

Gross Motor

1. Pantomine animal movements to music.

   a. Learning Basic Skills Through Music by Hap Palmer, "The Elephant."

   Read the book, Just Suppose. See how many animal shapes the child can copy.

2. Cut out animal tracks from art paper. Hop, step, or run from one print to the next. Play "Follow the Leader" in and around the tracks.

3. Try these with the child and invent others:

   Waddle like a duck - squat on heels, touch hands under armpits and lift elbows for wings.

   Jump like a frog - crouch on toes and hands, place hands on floor between knees, jump high off floor.

Creep like a spider - with feet flat on floor bend over and place hands on floor, keeping knees straight. Walk slowly, using one limb at a time.

Fly like a bird - run forward lightly on tiptoe using arms for wings. Make smooth movements.

Fine Motor

1. Using old magazines or workbooks, have the child cut animal pictures and paste to a large white paper for a mural or on small pages to make an animal scrapbook.

2. Make models of animals out of clay. These could be set up as a zoo in a shoe box diorama. (See also Enrichment Activities p. 48b, Fine Motor #2.)

3. Animal puzzles by Playskool: "Moocher the Mouse", "Goats", "Rabbits", "Kitty Kitten".

4. Draw or trace the outlines of animals on pieces of oaktag. Punch holes around the drawing. Using shoelaces or lengths of colored yarn, have the child lace (sew) the cards. (Patterns on pages 45-48.)

5. Make walnut shell turtles using 1/2 walnut shell, felt scraps, and glue. Cut out felt feet, head, and tail. Glue to the flat side of the walnut shell.

Cognitive

1. Make a set of animal cards. Use for identification and naming. Set up an activity for the child to classify animals into modes of travel: land, water, air. Also use the cards to talk about each of the animals' outer coverings and its natural habitats.

2. Lay 5 pieces of colored paper on a table. Supply a box of small toy farm animals. Give these directions:

Make a set of 5 cows on red.
Make a set of 3 pigs on blue.
Make a set of 1 horse on green.
Make a set of 2 chickens on yellow.
Make a set of 4 ducks on orange.

3. To develop the recognition of numerals 1-10 glue 10 muffin cups on a large sheet of poster paper. Print the numerals 1-10 in the bottom of each with a marking pen. Cut out 10 small animals from an old workbook or from construction paper. On each place a different number of dots with the marker. Show the child the procedure of choosing an animal, counting the dots and putting it into the corresponding cup.

4. During a visit to a pet store or farm, show the child two live animals (cat, dog, turtle, etc.). Point out likenesses and differences.

5. Auditory-kinesthetic game. The child is to find mother or the teacher by the animal sound she makes while hidden.

6. Use the "If-Then Song" from the Peabody Kit. "If you are a (duck), then you can (quack)." Identify pictures with closure-templates.

Self-Help and Social

1. To promote kindness to pets and animals, show the filmstrip with recording, Kindness to Animals; "The Adventures of the Lollipop Dragon" (SVE).

2. Visit a fish hatchery, pet store, or farm. Follow up by giving the child a fish or turtle for his own. Discuss the care of the pet.

SUGGESTED MATERIALS

Miscellaneous

Animal Lotto (J. S. Latta, Inc.)
Peabody Kit (American Guidance Services)
- Stimulus Cards - Animals (A)
  Large Animals (X)
- Visual Closure - Template
- Record 6, side B
- Record 7, side A
- Stories IV - "Terrapin Turtle's Travel Troubles"
  V - "P. Mooney, Phelia & the Where Bear"
- Xylophone and "If-Then" Music Card

Magazines, coloring books
Clay
Flannel board
Animal figures
Paints, brushes
Crayons, scissors, paste
Set of toy animals
Playskool Puzzles (Milton Bradley Co.)
- "Moocher the Mouse"
- "Goats"
- "Rabbits"
- "Kitty Kitten"

Muffin pan
Construction paper
Walnut shell, felt scraps, glue

Records

Romper Room Story of Happy Animals, Record and Book Set (Golden Books)
- "The Animals of Farmer Jones"
- "Black Beauty"

Learning As We Play, (Folkway Records and Service Corp.)
- "Elephant Song"
- "Horsey, Horsey"
- "Down on Grandpa's Farm"

You'll Sing a Song and I'll Sing a Song, Ella Jenkins (Folkway Records and Service Corp.)
- "You'll Sing a Song and I'll Sing a Song"
- "Did You Feed My Cow"

Making Music Your Own, Silver Burdette Co., (General Learning Corp.)
- "Elephants" records VI, side 2
- "Giddy-Up, Little Horses" record VI, side 2
- "The Old Gray Cat" record I, side 2
- "Caught a Rabbit" record V, side 1
- "There was a Frog" record VI, side 1

Learning Basic Skills Through Music, Vol. I by Hap Palmer (Educational Activities, Inc.)

Books

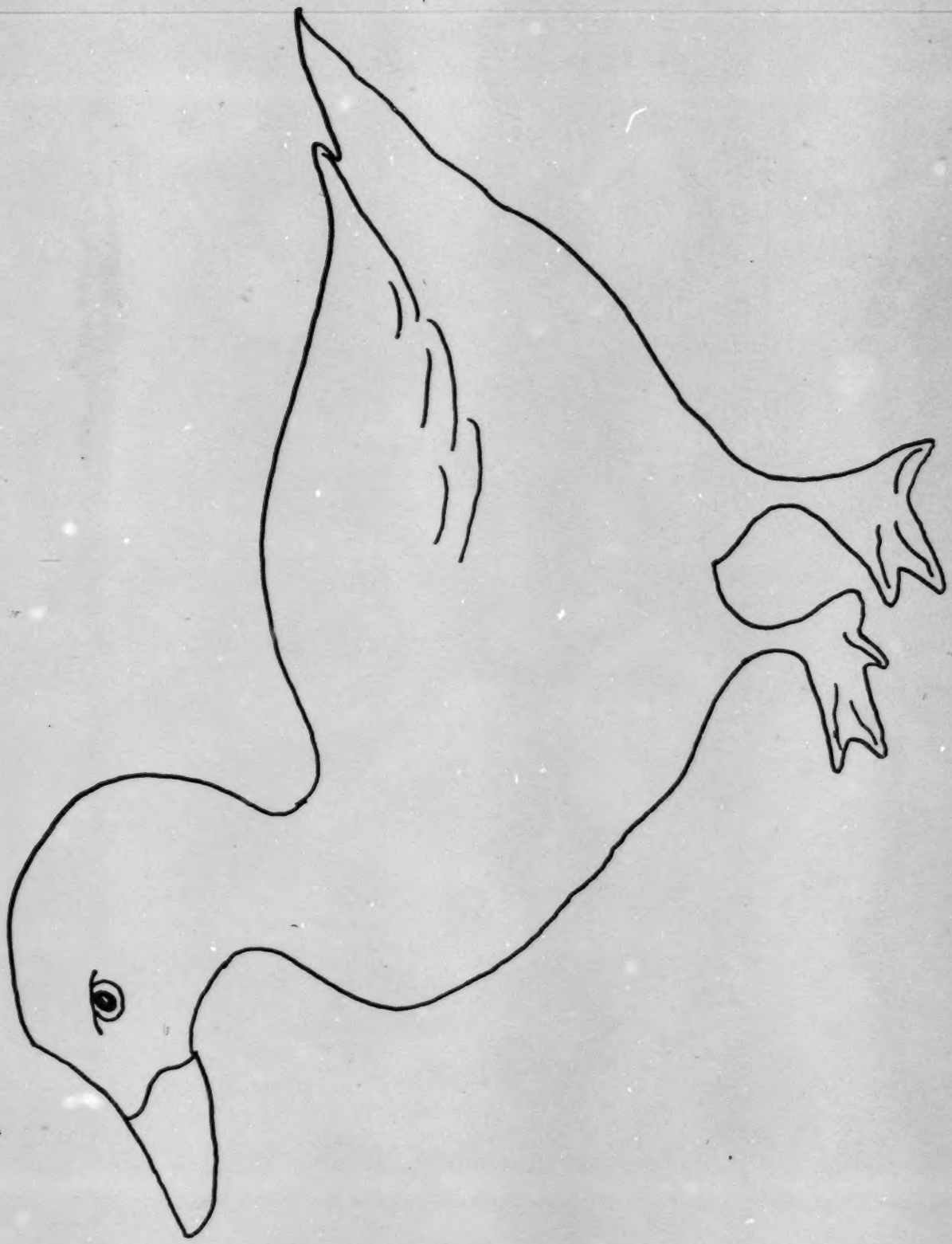
Let's Go To a Farm, by Laura Sootim (G. P. Putnam Sons)
Buzz, Buzz, Buzz, by Byron Barton (The Macmillan Co.)
I Know a Farm, by Ethel Collier (Addison-Wesley Publishing Co.)
The Little Wooden Farmer, by Alice Dalgiesh (The Macmillan Co.)
Grandpa's Farm, by James Flora (Harcourt, Brace, & Jovanovich, Inc.)
What Whiskers Did, by Carroll (Scholastic Book Services)
Who Took the Farmer's Hat? by J. L. Nodest (Scholastic Book Services)
Animal Stories to Read Aloud, illustrated by Crosby Newell (Wonder Books)
A Bath for a Beagle, by Thomas Crawford (Troll Associates)
A Fish Out of Water, by Helen Palmer (Random House)
Harry, the Dirty Dog, by Gene Zion (Harper & Row Publishers, Inc.)
Just Suppose, by Mary Garelick (Scholastic Book Services)

Filmstrips

Kindness to Animals (Singer/SVE)
The Adventure of the Lollipop Dragon (Singer/SVE)
Our Pets Series (Singer/SVE)
- "The Rabbit"
- "The Pony"
- "The Parakeet"
- "The Turtle"
- "The Kitten"

EVALUATION

Can the child name some of the familiar animals?
Can the child make the sounds these animals make or identify the sounds he hears?
Can the child recognize differences in these animals, outer coverings, modes of travel, and their natural habitats?
Does the child display a knowledge of kindness to animals and care of pets?



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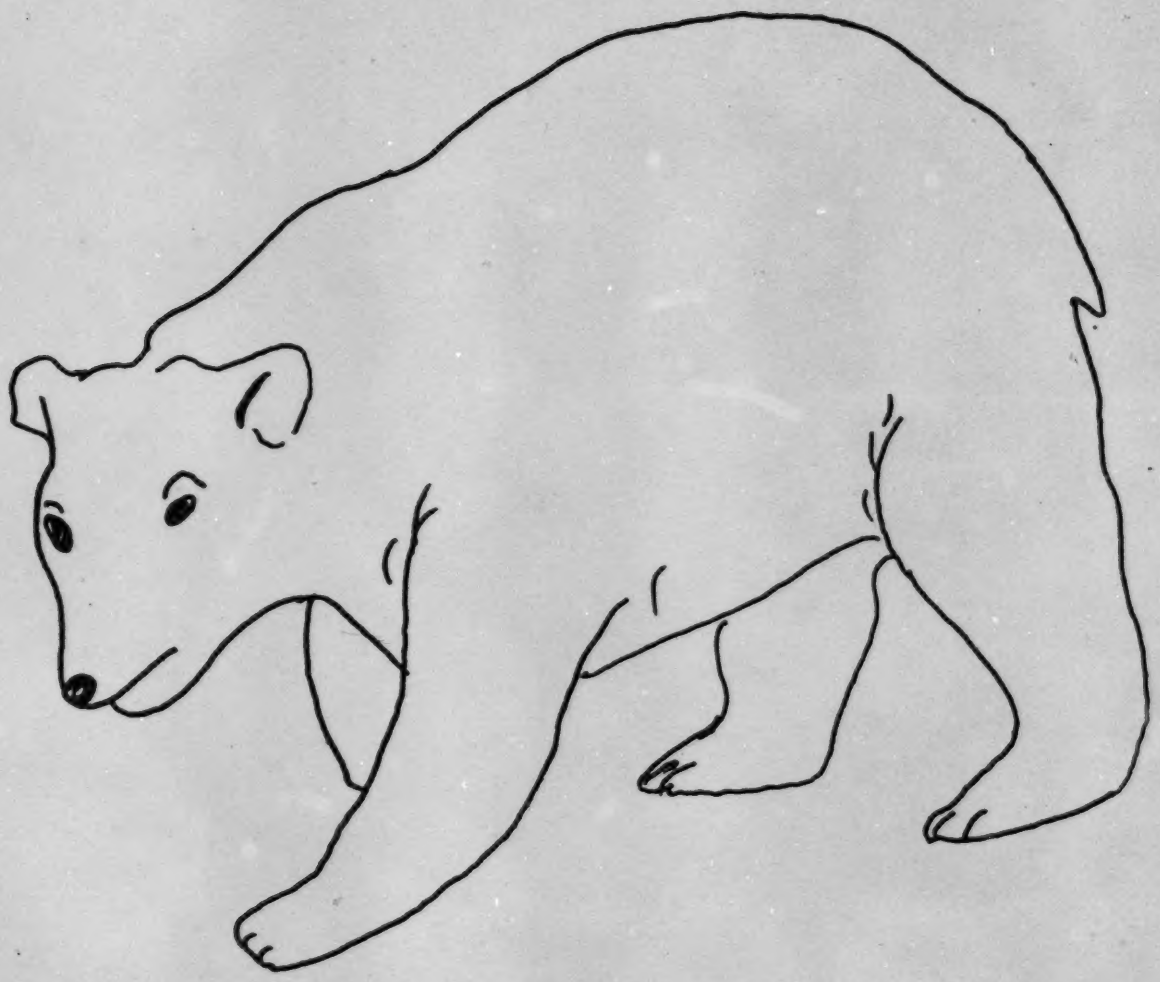

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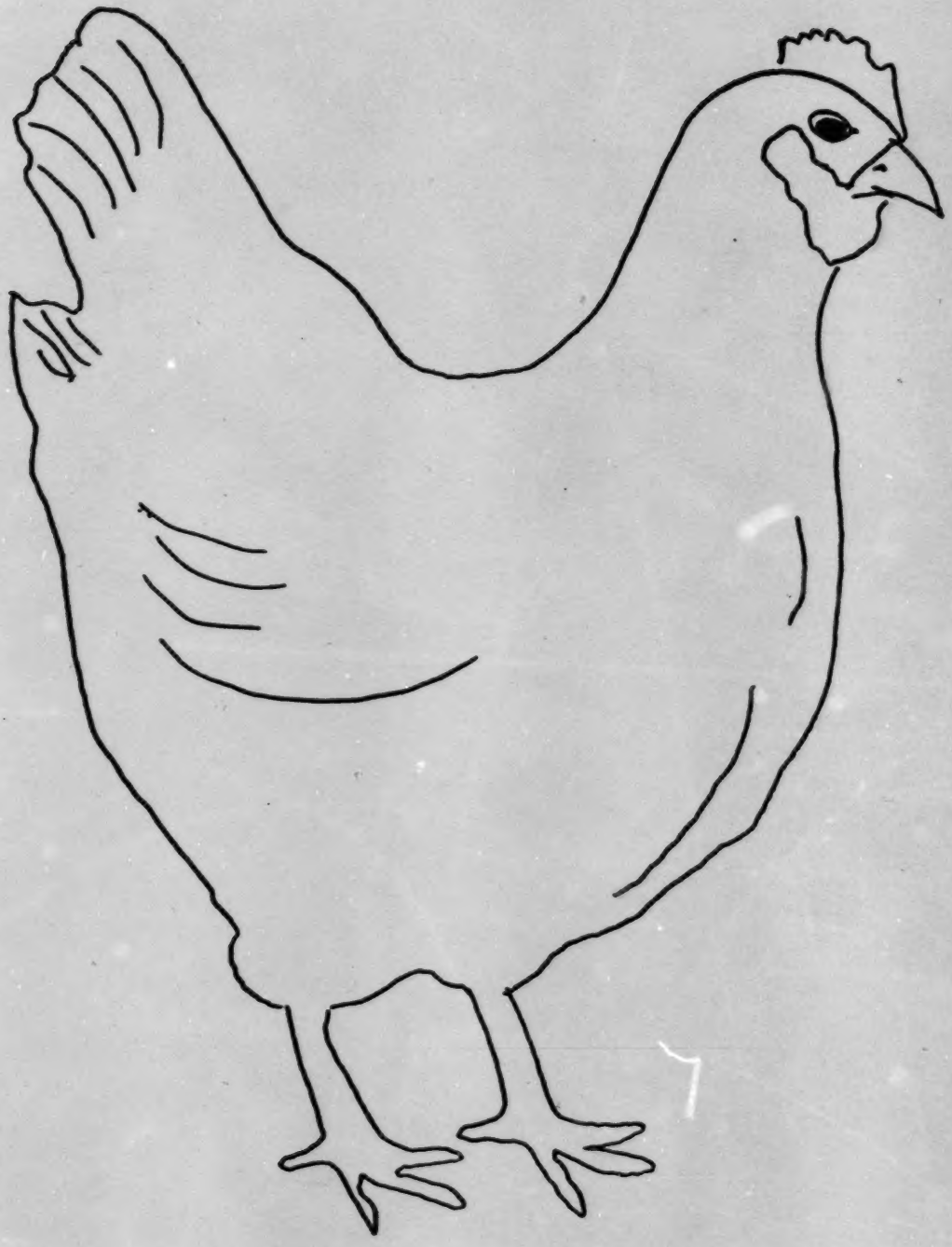

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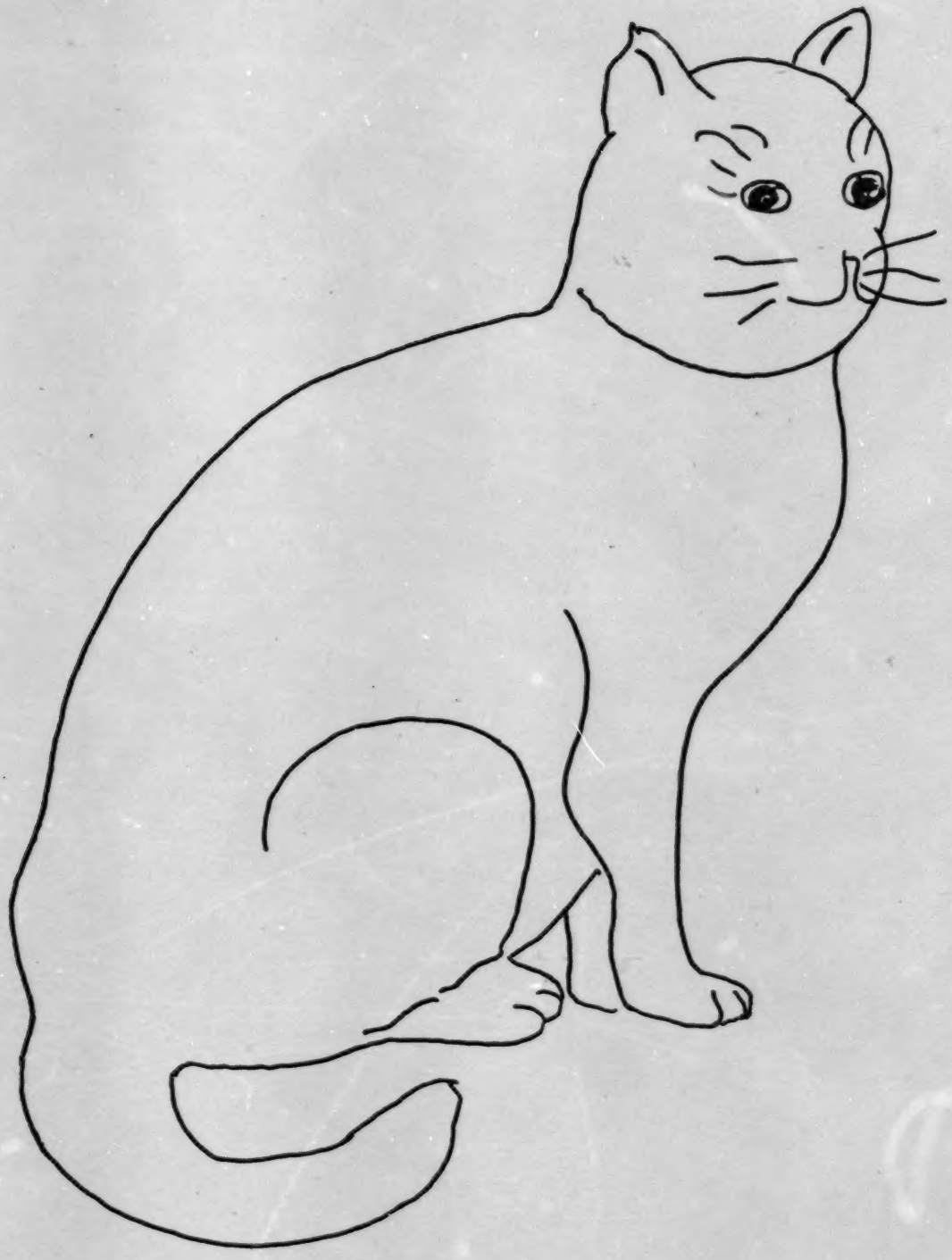


ENRICHMENT ACTIVITIES

Language Development

Story for the flannel board.

Deep in the Haystack

Deep inside a haystack Sandy was sleeping and dreaming lots of dreams. First, Sandy dreamed he was a whale and made a fountain for the children in the park. Next he dreamed he was a tiny fish and could visit all the children through the faucet in the sink. Then he became a lion and his roar was so loud it made the trees shake. After that he was a sparrow and caught any balloon that flew away. Then he dreamed he was a camel and children loved to slide down his hump. And then - a kangaroo that could jump over any house or over the moon. He dreamed he was a hippopotamus and gave children rides on his back.

In his next dream he was an octopus and was the best skater in the park. After that he was a long, long snake and no matter where he went he was always halfway home. Sandy dreamed he was a horse and ran as fast as the wind. Sandy dreamed he was a giraffe and could peek into any bird's nest. And then - a pelican who always had his bill full of candy. Next he was a porcupine, and he sat in chairs of people who were mean.

At last, Sandy dreamed he was a soft, fluffy puppy. And suddenly he woke up.

"That's silly," he said. "That's the silliest thing I ever heard. I am a puppy and that's more fun than anything."

(Find characters such as a fish, lion, etc. for the story in coloring books or draw and cut out your own characters. Glue a strip of felt or flannel to the back of each cutout.)

Gross Motor

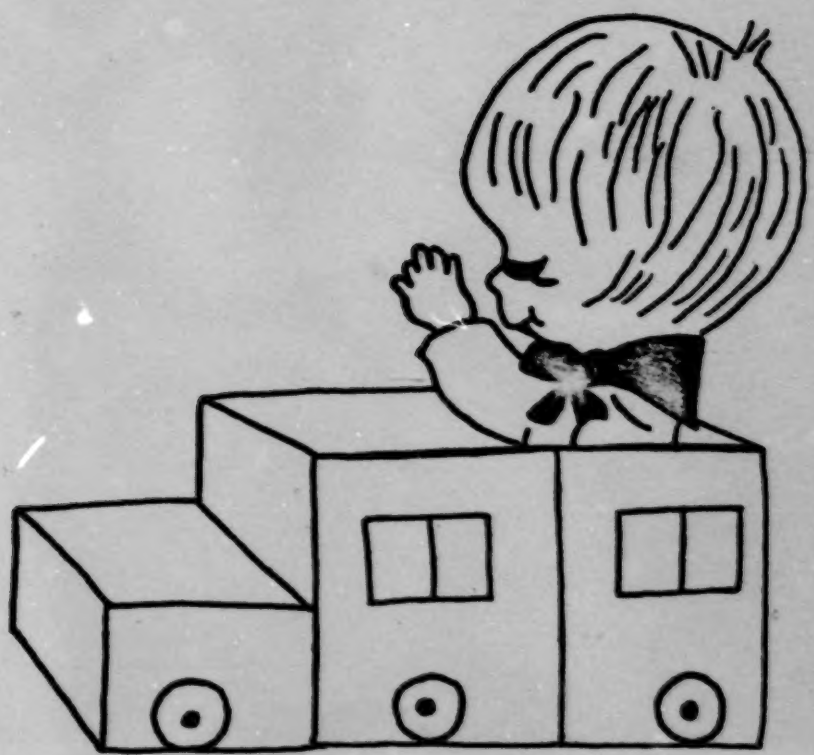
1. Make tails or ears for a specific animal, such as a donkey, for the child to wear while pantomining the animal.

   Play: "Pin the Beak on the Duck"
   "Pin the Tongue on the Frog"
   "Pin the Spider on the Web"
   "Pin the Bird on the Nest"

Fine Motor

2. Make animal cookies using animal cookie cutters.

TRANSPORTATION



TRANSPORTATION

OVERALL OBJECTIVES

To acquaint the children with various modes of traveling.
To show that goods and commodities are transported from factories to the stores where we buy them.
To make the child aware of safety factors important for passengers.
To show likenesses and differences in ways vehicles travel.
To reinforce concepts of velocity and direction.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Teach the song:

   The wheels on the bus go 'round and 'round;
   'round and 'round; 'round and 'round;
   The wheels on the bus go 'round and 'round,
   all through the town.

   (Repeat as above except for the following changes:)

   The horn on the bus goes beep, beep, beep.
   The money on the bus goes clink, clink, clink.
   The baby on the bus goes wah, wah, wah.
   The wipers on the bus go swish, swish, swish.
   The driver on the bus says "Move on back,".

2. Using the Peabody Sounds of Vehicles record, play and have the child identify the different ones. Discuss with the child.

3. Read with the child the story Big Joe, the Bus Driver. (See pages 58-60 for picture story.)

4. Fingerplays:

   Here is the engine on the track;
   (Hold up thumb.)
   Here is the coal car, just in back;
   (Hold up pointer finger.)
   Here is the boxcar to carry freight;
   (Hold up middle finger.)
   Here is the mail car, don't be late!
   (Hold up ring finger.)
   Way back here at the end of the train
   (Hold up little finger.)
   Comes the caboose through the sun and the rain.

Down by the station early in the morning,
(Clap hands in rhythm.)
See the little engines standing in a row.
(Place hand on forehead as if peering.)
See the engineer pull the little handle,
(Pull down handle.)
Toot, toot, choo, choo, off we go.
(Say "toot" in high voice, slide palms together for choo-choo.)

The airplane has great big wings,
(Arms outstretched at shoulders.)
And a propeller that goes 'round and sings.
(Circle both arms in front.)
It goes up, up, up, up, up,
(Move both arms up.)
It goes down, down, down, down, down.
(Move arms down.)

I'd like to be a fireman on a big red truck,
I'd drive fast to the fires and wouldn't get stuck,
(Hands as though on steering wheel.)
I'd wear a hat, and what do you think?
(Hands on head making hat.)
I'd put out the fires as quick as a wink!
(Pretend holding hose and move arms as though moving hose.)
S-s-s-s-s-s-s-s.

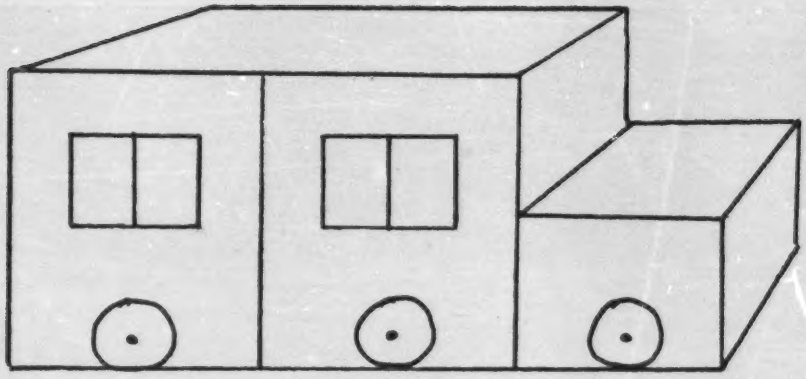
I'd like to feel the soft wind blow,
(Blow through lips.)
And see how it makes the sailboats go.
(Move hand in imitation of boat moving over the waves.)
And watch the birds against the sky,
(Hands over eyes, peer upward.)
Both birds and sailboats seem to fly!
(Arms extended, make flying motion.)

5. Sing "We're Going to the City" (see page 61).

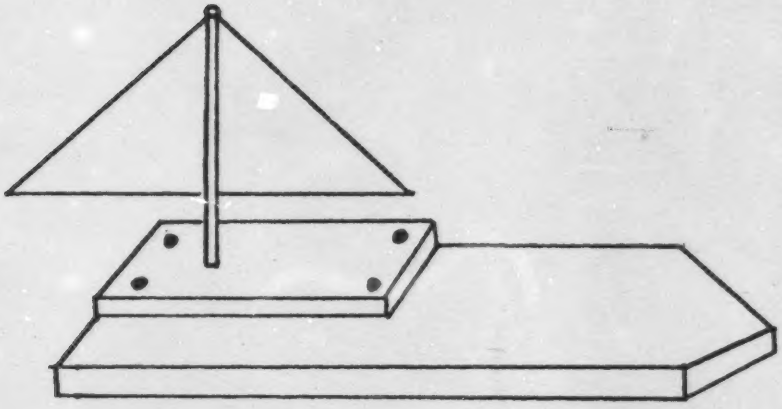
See also Enrichment Activities p. 62a, Language Development.

Gross Motor

1. Construct a vehicle from a carton large enough for the child to get into. Use several and make train cars in larger groups. Paint with tempera paint and use for transporting things or themselves.



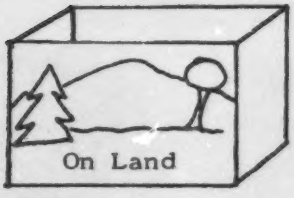
2. With scrap wood, hammer, nails, saws, etc., construct a boat.

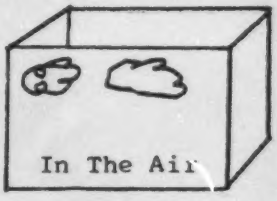


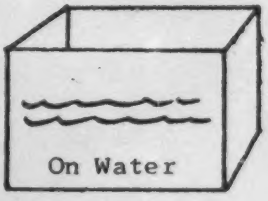
3. Be a truck, car, race car, train, bus, airplane or boat. Make the sound. Move with relative speed of the vehicle.

Cognitive

1. Classification. In shoe boxes covered with contact, designate three categories:







Make 3 x 5 cards of many kinds of vehicles. Have the child classify as to the way they travel.

or

Classify into: vehicles that do jobs,
vehicles that transport people,
vehicles that transport goods,
vehicles for recreation.

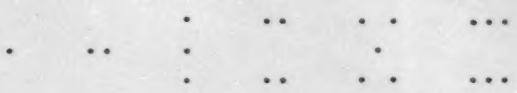
2. Make 10 school buses (pattern page 62). Number each from 1-10. Use for sequence and counting. On number 1 put 1 head in the window; 2 heads in number 2; etc. Also to reinforce color, make each bus different - primary colors, secondary colors, and black, white, brown, and gray.

3. Make picture cards for each of the following:

Firetruck	Fireman
School Bus	Children
Tractor	Farmer
Police Car	Policeman
Airplane	Pilot
Boat	Sailor or Captain
Train	Conductor
Race Car	Racer

Have the child match the cards that are the same.

4. Using small toy cars, paint dots on the tops.



Use small cardboard boxes for garages or garage shapes. Cut numerals 1, 2, 3, 4, 5, 6 from construction paper and put them on each of the garages. "Drive" your car to the garage having the numeral which corresponds to the dots on each car.

5. To reinforce the concept of the wheel, cut from cardboard various shapes -- triangle, rectangle, circle of various sizes. Using paper fasteners, have the child try on various wheel shapes on shoe boxes to see which ones make the box move. Discuss the concept with the child as he experiments.

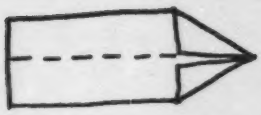
Fine Motor

1. Use shoeboxes to construct a vehicle. Color, paint or cut out the different parts. Attach string and spool to pull. If appropriate, have the child braid yarn or string for pull. (See also Enrichment Activities p. 62a, Fine Motor #1.)

2. With cardboard, cut out an airplane shape. Place under a sheet of 12 x 13-inch construction paper. Rub entire paper with chalk. Glue or paste cardboard on top if you want for a relief picture.

3. With spools, pencils, tongue depressors, various other supplies, make a vehicle. Paint when completed.

4. Fold an airplane.

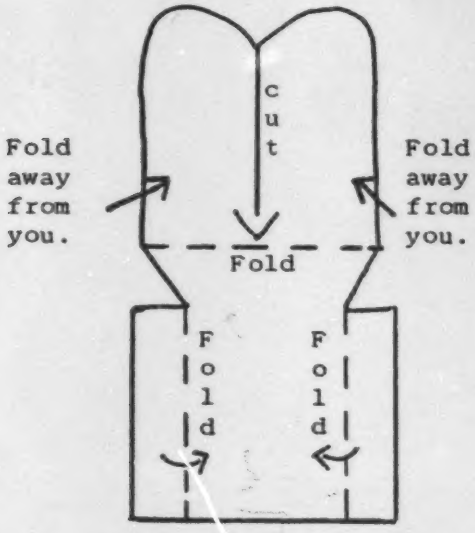


Fold down 2 corners.

Fold again to crease line.

Fold halfway back again.

Cut and fold a helicopter.



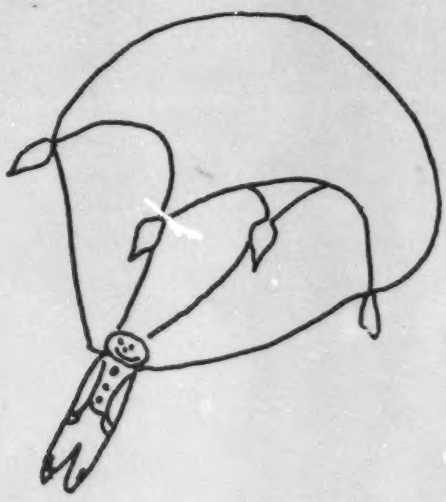
Fold and paste on center panel.

5. Build a rocket ship and space ship. Use cardboard tube filled with tissue paper. Nose cone is aluminum foil. Back end has a circle of construction paper pasted over a cardboard disc. Glue on cardboard fins and paint.

   A flying saucer is made from two pie tins with pipe cleaner legs and antenna. Portholes are glued on.

6. Make a handkerchief parachute. Cut four lengths of string about 12 inches long. Tie one piece of string to each corner of the handkerchief. Make a clothespin man to jump. Tie the four loose ends of string to the top of the clothespin.

   Roll up parachute and throw it as high as you can.



Self-Help and Social

1. Make several traffic signs.

   Set up around the room. Choose a "policeman" to see that the children in their "cars" or walking obey the signs.

2. Plan a field trip to be taken on a bus or train. Before the trip, point out safety factors for passengers to remember. Afterwards, role play or write and illustrate an experience story. (See also Enrichment Activities p. 62a, Self-Help and Social #2.)

SUGGESTED MATERIALS

Miscellaneous

Large cardboard cartons
Wood scraps, hammer, nails, saw
Peabody Kit Record Sounds of Vehicles, (American Guidance Services)
Peabody Kit Stimulus Cards: Transportation (U) (American Guidance Services)
Shoe boxes and paper fasteners
3 x 5 index cards
Toy cars
Paper for folding
Cardboard tube
Aluminum foil
Aluminum pie pans
Pipe cleaners
Large handkerchief or white materials
12" lengths of string
Clothespins
Construction paper, paste, scissors
Chalk
Cardboard
Tempera paint
Spools, pencils, tongue depressors

Records

Making Music Your Own Level K, Silver Burdette Co., (General Learning Corp.)
"Riding in My Car" record 6, side 2
"The Train Record" record 6, side 2
"Let's Take a Little Trip" record 6, side 2

Books

The Sign Book, by W. Dugan, Golden Press (Western Publishing Co.)
The Car Book, by W. Dugan, Golden Press (Western Publishing Co.)
The Airplane Book, by B. O. Hum, Golden Press (Western Publishing Co.)
Mike Mulligan and His Steam Shovel, by V. L. Burton (Houghton Mifflin Co.)
Bingity Bangity School Bus, by F. Conkling, Golden Press (Western Publishing Co.)
Choo, Choo, The Running Engine, by V. L. Burton (Scholastic Book Services)
Little Engine That Could, by W. Pifer, Golden Press (Western Publishing Co.)
Come to Work With Us in an Airport, by J. Wilkinson (Sextant Systems, Inc.)

Filmstrips

Places to See in the City, Pre K-6 "What We See at the Airport" (Hudson Photographic Industries, Inc.)

EVALUATION

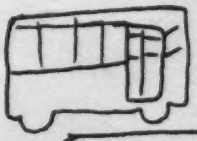
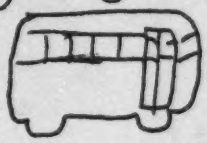
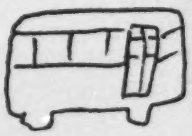
Is the child aware of various ways to travel?
Has the child been made aware of how goods have gotten to the stores where we buy them?
Does the child display a knowledge of safety as a passenger when he travels in a car or bus?
Can the child point out likenesses and differences between modes of travel on land, in the water, in the air?
Does the child use the terms fast, slow, backward, forward, right, left when talking about transportation?

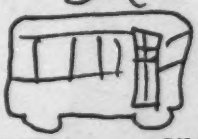
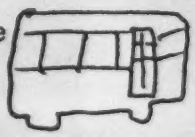
BIG JOE, THE BUS DRIVER

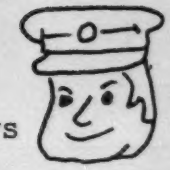
this is
Big Joe

this is
the bus

this is
Lucy

BEEP
BEEP Here comes the big  down the street. And who's driving this big  why, it's , the  driver!

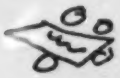
and her are standing on the corner waiting for the . waves her , and stops the  right in front of them. He opens the , and and her walk up the onto the  .

"Nice day, isn't it?" says  as he closes

the . He honks the . -- BEEP BEEP -- and

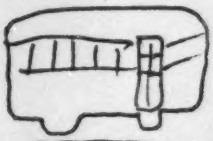
he steers the down the street.

and her smile at as they drop their

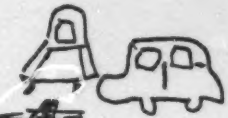
 into the . says, "We are going

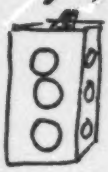
to buy a new spring for me. Will you let us off

at Mr. 's store?" "That I will," says .

Down the street goes the  until it is full

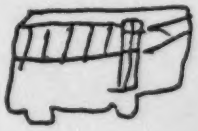
of . has to drive very care-

fully now because there are many  and

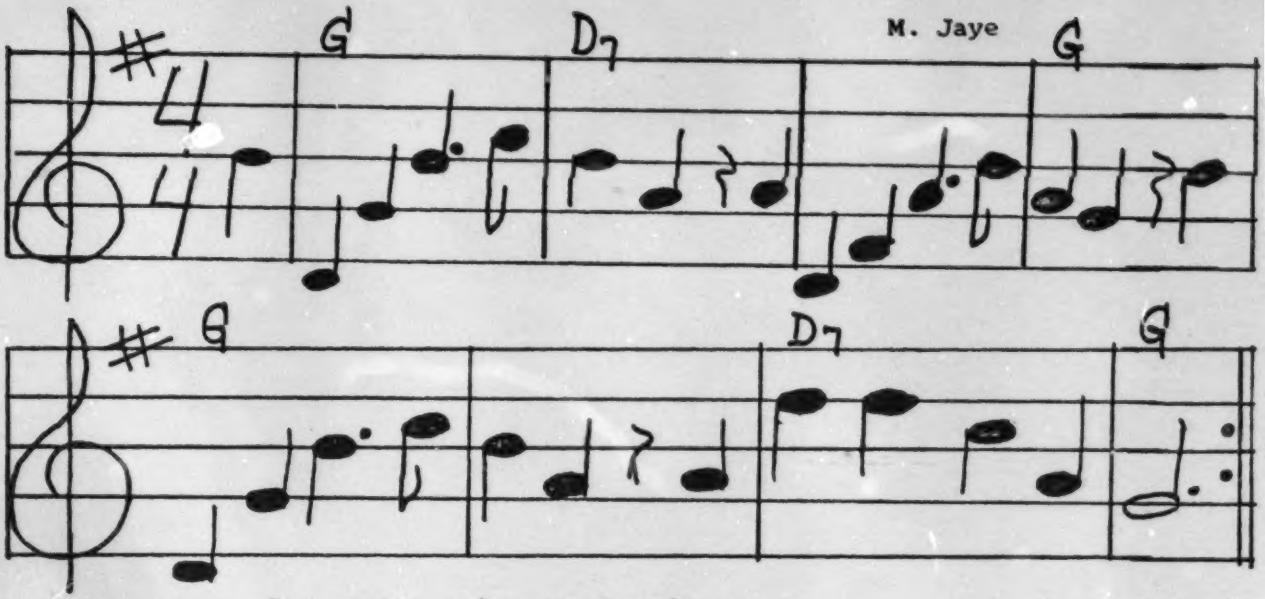
and he always stops when the 

turns red. Suddenly calls out, "Mr. 's

store! Spring 's for little girls on the 3rd

floor!" and her hurry out the of the . "Thank you, ," says , and her goes down the . "Don't mention it," says . He closes the and honks the -- BEEP -- as the big  rolls on down the street.

BEEP

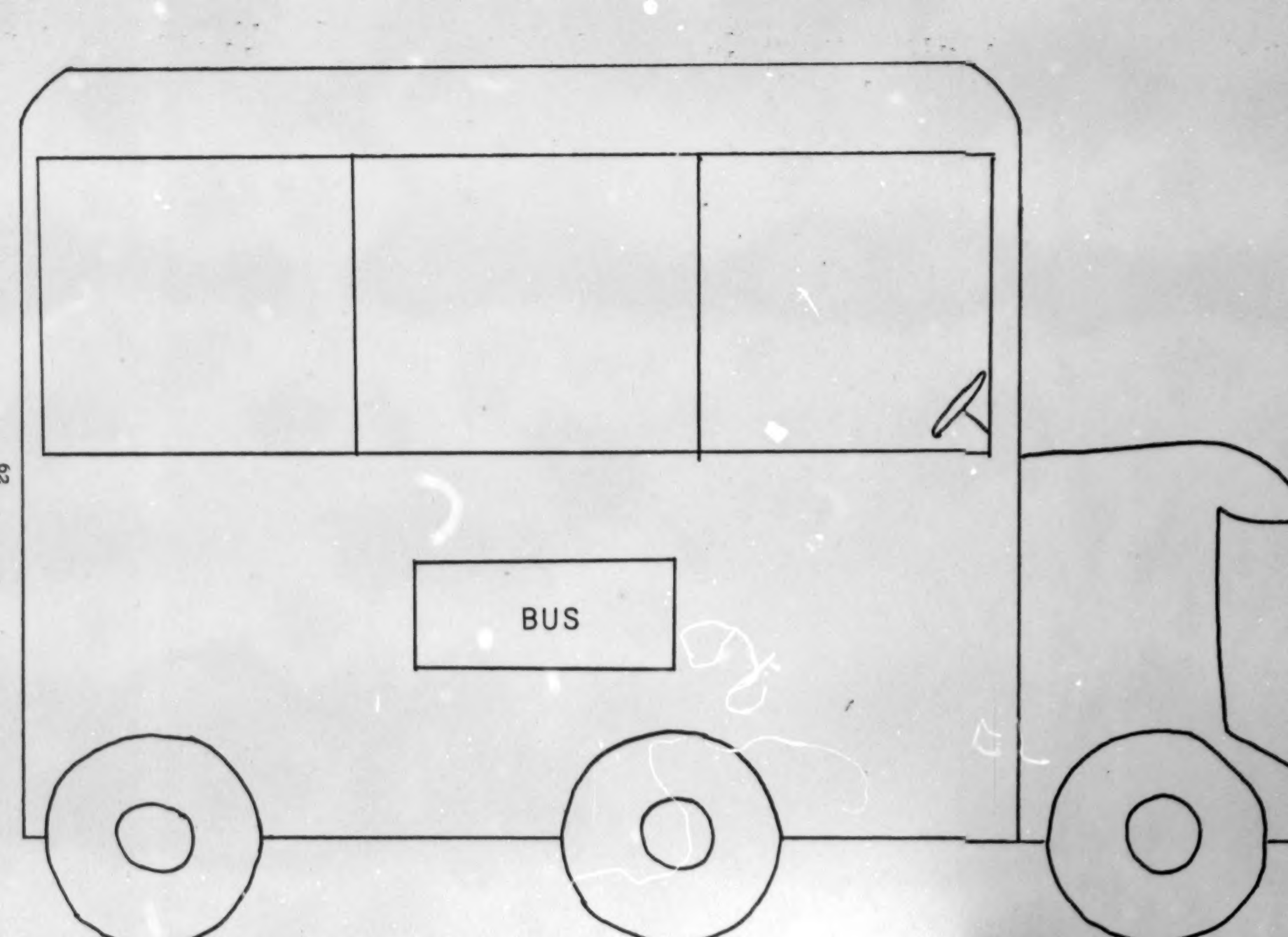
WE'RE GOING TO THE CITY*

1. We're going to the city,
   We're going to the city,
   We're going to the city,
   In our big trailer truck.

2. Go in and out the tunnels,
   Go in and out the tunnels,
   Go in and out the tunnels,
   In our big trailer truck.

3. We'll drive across the bridges,
   We'll drive across the bridges,
   We'll drive across the bridges,
   In our big trailer truck.

4. It's time to change the driver,
   It's time to change the driver,
   It's time to change the driver,
   In our big trailer truck.

*Making Music Your Own, Silver Burdette Co., A division of General Learning Corp.


BUS

ENRICHMENT ACTIVITIES

Language Development

Make the map shown in Pandora's Box, pages 74 and 75. Provide little cars so that the child can travel around to the different places on the map -- school, fire station, etc.

Tell the child that he is going to pretend he's going on a big trip. Let him decide where he would like to go -- to the mountains in winter, to the beach in summer, etc. With the child talk about what he would need to take with him in his suitcase. To make a suitcase, fold and staple the sides of a 12 x 18 sheet of paper; make a handle for the suitcase. Provide some old magazines for the child to cut up. Have the child look for pictures of things that he would need to pack. Talk to the child about the pictures he selects and why he needs the things he selected to take on his trip.

Fine Motor

1. Use half-pint milk cartons to make trains. Paint the milk cartons; attach three or four with yarn allowing an extended piece in the front so that the child can pull the train.

Self-Help and Social

2. Take field trips to the airport, fire station, bus station, etc.

SCIENCE FUN

SCIENCE FUN

OVERALL OBJECTIVES

To discover, through experimentation, some interesting science facts.
To reinforce awareness and observation skills of the child.
To develop independence in scientific thought and knowledge.
To experience firsthand learning and the thrill of discovery.

SUGGESTED DEVELOPMENTAL ACTIVITIES

For the following four experiments, have on hand a large bag of objects. Include in it metal items, wooden, paper things, heavy and light items. Be sure to identify and name items with the child before each experiment.

1. Classify objects. As each object is chosen, place into piles things that are alike or not alike. Have the child decide what his own categories of likenesses will be. Discuss as you go. When he is finished, you decide a property of sameness; classify several accordingly and see if he can discover how they are alike.

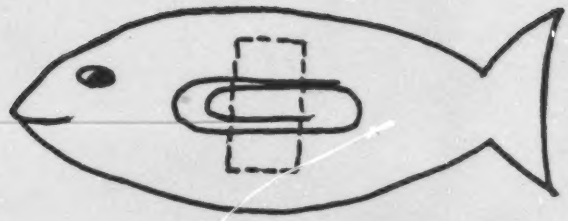
2. Sink or swim! Fill a dish pan with water. Select from the bag 3 or 4 things, some of which will float and some which will sink. Then let the child choose several items. Try these. Then with some others, have the child speculate about how each one will act in the water before trying.

3. Magnetism

   a. Use a magnet to show the child that a paper clip will stick to it. Let him go through the bag to sort into piles of things that will stick to the magnet and those which will not.

   b. Now that he feels how a magnet attracts and repels, have the child go around the room to check out furniture and other objects.

   c. Provide the child with a pole, string, empty box in which to place the bagged items to fish out or prepare several fish with a paper clip taped on the back to place in the box.



These can be numbered or lettered for numeral or letter recognition. When the child pulls out a fish, he must identify the letter or number or throw the fish back.

d. Supply the child with a stiff 6 x 6-inch card, a magnet and iron filings. Let him play with these for a while before continuing this activity:

Place iron filings on top of the card. Move magnet around underneath the card until he has created a design he would like to keep. Spray it with hair spray several times to make permanent.

4. Weights. Use a balance scale made from a base, an upright, an arm and two cottage cheese boxes.

Try several objects alone to see which items are heavy and which are light. Compare weights of two or more items. Experiment with other household objects to discover heavy and light. Discuss comparisons between two objects.

5. Things that grow.

a. To discover what plants need to grow prepare four flats out of milk cartons. Cut them in half lengthwise. Punch drain holes in the bottom of each and place in trays. Fill each with soil and plant several dried bean seeds in each which have been soaked overnight. Water three of them.

Place one planter in the dark; cover one with a piece of cardboard and cut 3 holes for light in one side only; place one uncovered in a sunny window; place the unwatered one next to this in the sunny window. Water three of them daily.

Watch the seeds as they grow. Look for answers to these questions.

1. Do plants need light to grow?
2. Do plants need water to grow?
3. How do the plants with the light holes grow?
4. What happens when plants don't get enough light or water?
5. Which plants are the healthiest?
6. Do we need water?
7. Do we need sunlight?
8. What other observations have you made?

b. Plant your socks! Pull on over your shoes a pair of large fuzzy, dark colored socks. Take a walk through a field or weedy patch of grass. Remove socks and check to see if anything is stuck to them. Discuss what they are. In a flat, lay the socks on the soil and cover with another thin layer of soil. Place in a sunny window and water daily. In a week, the seeds should begin to sprout. This is a fun way to do an age-old activity.

See also Enrichment Activity p. 68a, #5.

6. Grow some mold. On two separate pie pans, place these items: cheese, bread, old orange, banana peel. Place cups over each item on one pan (for darkness) and keep items moist. Keep the other pan uncovered and dry. Watch to see:

1. On what did mold grow first?
2. Does mold grow better when dry or moist?
3. What colors are mold?
4. Do spots grow on the mold in a few days?
5. What happens when you blow or rub your finger over the dark mold?

(See also Enrichment Activities p. 68a, #6.)

7. Freezing and thawing.

a. Fill a tin can about 3/4 full with water. Mark water level with a rubber band. Freeze. Check the level. Thaw. Check the level again.

b. Experiment with an ice cube - how does it melt? Put salt, sugar, hot water, cold water on it. Put an ice cube in hot soup, coffee, pop. Put a candle near it and put it near the stove.

c. Put several ice cubes in containers in various areas to check melting rate.

1. Outside in the sun.
2. Outside in the shade.
3. Inside.
4. Inside in a sunny spot.

d. Make ice cubes with kool aid, fruit juice, or add food coloring.

e. Take ice cubes from the freezer and allow the child to manipulate it on a high chair, tray, etc. Work on new words: cold, melt, slippery, slide, etc.

f. Put a thermometer in a can of water. Place it outside overnight. Check the temperature. Place a candy thermometer in a pan of water. Note the temperature it is when bubbles form.

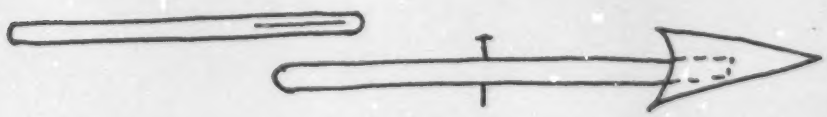
g. Freeze several containers of water with various levels. Check to see which freezes first, shallow or deep.

h. Check to see if ice cubes float and how much of the cube remains above water. Try various liquids. What happens if you push the ice cube down?

8. The wind.

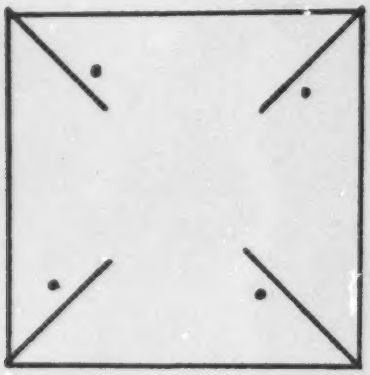
a. To show the strength of air, have the child run in the wind with a scarf, crepe paper or a large piece of cardboard. Discuss what happens when he runs fast, stops, etc.

b. Make a weather vane. Slit one end of a straw and insert a flat arrow-shaped piece of construction paper.



Put a straight pin through the straw near the center and insert in the eraser end of a pencil. Take outside and push the pencil into the ground. Make sure the straw moves freely. Watch and observe what happens in the wind.

c. Make a pinwheel. On a square sheet of colored paper, cut from corners to near center. Fold the corners with the dots to the center but do not erase. Insert a straight pin through the four points into the center and into the eraser end of a pencil.



(See also Enrichment Activities p. 68b, #8.)

SUGGESTED MATERIALS

Miscellaneous

Paper bag
Metal items
Wooden items
Paper items
Dish pan
Magnet
Dowel stick for fishing pole
String
Small empty box
Paper clips
Construction paper
Scotch tape
Iron filings
Hair spray
Balance Scale
Milk cartons
Soil
Bean seeds
Old sock
2 pie pans
Cheese
Bread
Old orange
Banana peel
Salt
Sugar
Thermometer
Straws
Scarf
Crepe paper

5. Inform the child that plants need soil to grow. Help the child make soil from things that are usually thrown away. Use the soil that you make for planting seeds.

Soil Recipe[1]

* Place used coffee grounds in the bottom of an empty coffee can or large jar.
* Shred an old newspaper and mix the paper with the coffee grounds.
* Break into small pieces some orange peels, apple peels or dried leaves and add to the mixture.
* If desired, crush a handful of dry cereal and add this to the mixture.
* Stir mixture and moisten with water.
* Cover can; punch several holes in the top; place the can in a warm place for several days.
* After one week stir the mixture again.
* Now your soil is ready to use.

6. Crystal Garden[2]

* Place several charcoal briquettes in a glass bowl. For color add a few drops of food coloring.
* Mix together 1/2 cup of laundry bluing, 1/2 cup salt, 1/4 cup water, 1 tablespoon ammonia. Pour the solution over the briquettes until they are about half colored.
* Place the bowl where the children can observe what is happening to the briquettes. Do not move the bowl.

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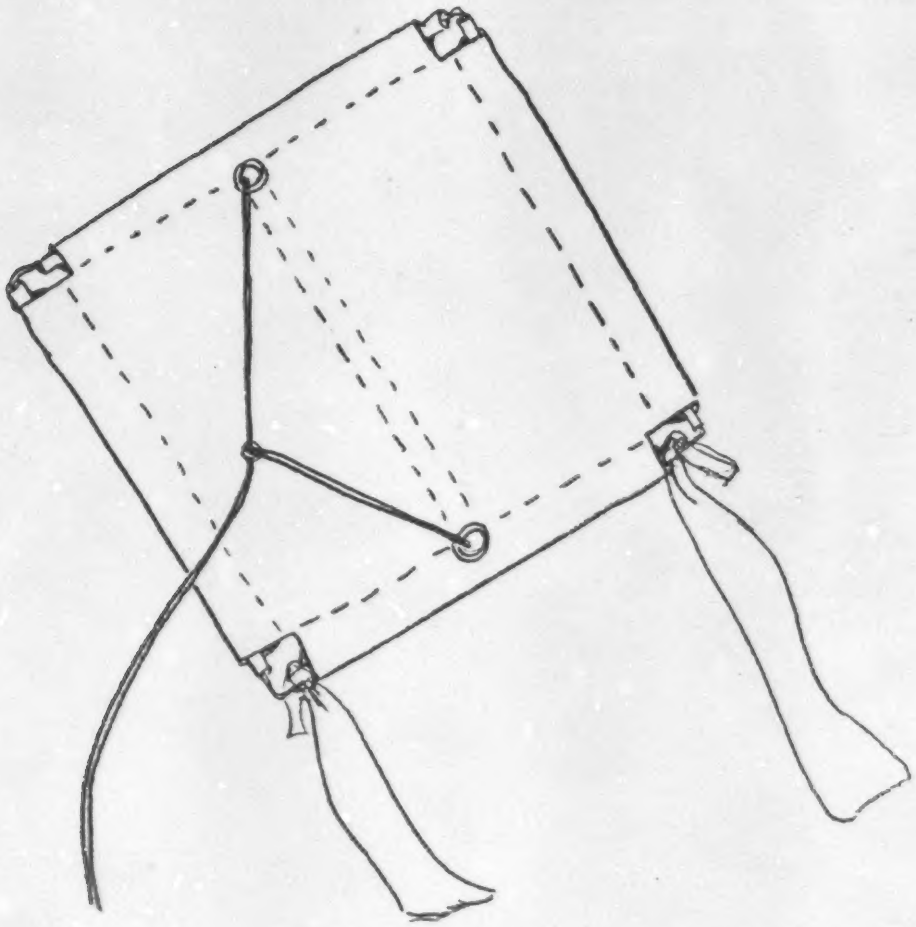
[1]"Discovery Experiment, Organic Garden," Creative Moments for Children, Creative Studies, Inc., c. 1972.

[2]"Crystal Gardens, Investigating Chemistry," Creative Moments Investigations, Creative Studies, Inc., c. 1973.

8. Assist the child in making his own kite.



* Cut a cardboard pattern - 12" x 12", cutting out a 2" square in each corner.
* Lay the pattern on a double sheet of tissue paper and cut out the tissue paper. Let the children decorate the tissue paper with colored chalk or felt-tipped pens.
* String yarn through one straw; place reinforcers on front and back of tissue at holes about 1 1/2" from the two opposite edges. Put the yarn through the holes and tie allowing one end to be long (the straw will be on the opposite side that you tie the yarn).
* Thread onto one long strand of yarn four straws. (Hint: to draw the yarn through, place yarn in one end of the straw and suck on the other end.)
* Lay the frame on the same side of the kite as the center straw. Roll tissue around each straw and tape to hold. Now tighten up yarn and tie the end in a knot.
* Attach lengths of colorful fabric to two corners of the frame perpendicular to the center straw and "go fly a kite."

THE SEASONS

THE SEASONS

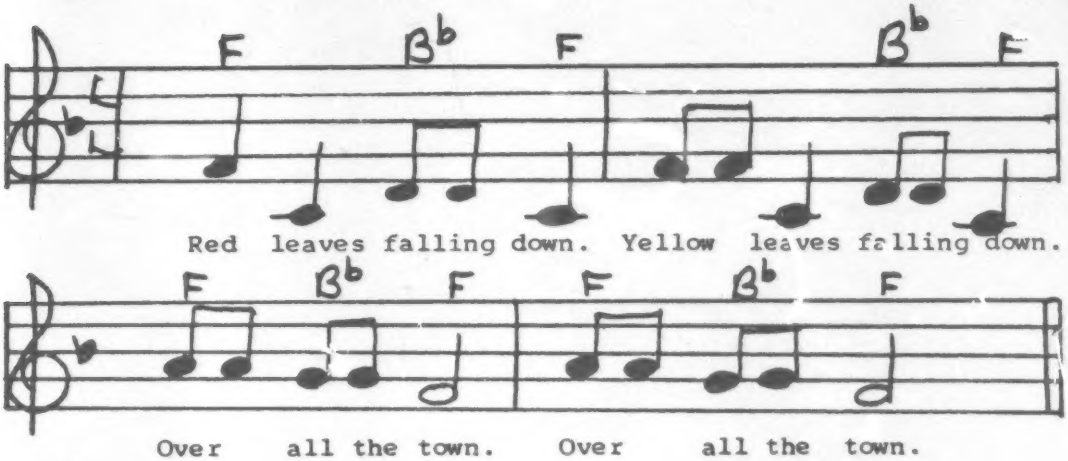
OVERALL OBJECTIVES

To become aware of the characteristics of the changing seasons.
To recognize the annual cycles of plants and animals.
To learn the appropriate clothing to wear in the different seasons.
To be awakened to the beauty of the seasons and thus the world around him.
To be introduced to the names of months and days of the week.

SUGGESTED DEVELOPMENTAL ACTIVITIES

(Most activities can be adapted for any specific season.)

Language Development

1. Learn the following song. Make hands flutter down like leaves. Use with the autoharp.

2. Take the child for a walk in his yard during the fall season. Point out all the manifestations of the season, i.e. colored leaves on trees and ground, squirrels, acorns, fall flowers in bloom, cool air, etc. Talk about these with the child. Encourage the use of complete sentences. (See also Enrichment Activities p. 91a, Language Development #2.)

3. Have the child identify the sounds of the seasons in nature which have been taped on a cassette prior to the unit presentation.

cricket	wind in the winter
geese	cracking ice
sleet	thunder and rain
leaves rustling	walking in the snow
birds' songs	

4. Using the Peabody Kit mannikins, dress appropriately for each season.

5. Read the following flannel stories.

   a. "Aloysius and the Winter Willies" (page 80, patterns pages 82-85).

   b. "Frosty the Snowman" (page 86, patterns pages 89-90).

   See also Enrichment Activities p. 91a, 91b, and 91c, Language Development #5.

6. Fingerplays: Violette G. Steiner and Roberta E. Pond

Rainy Day

Pitter pat, pitter pat,
(Raise hands high, flutter fingers down.)
It's a rainy day.
I'll dress up, snug and warm,
(Pretend to put on clothes.)
And go outside to play.

Sailboats

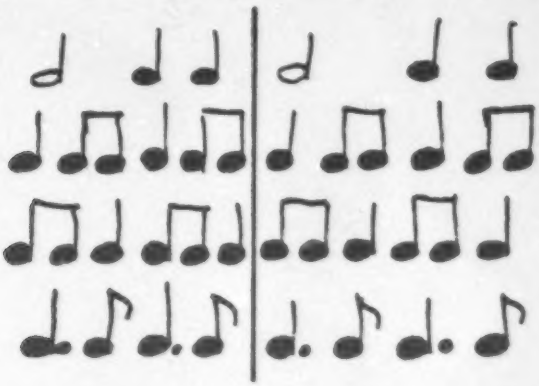
I like to feel the soft wind blow,
(Blow through lips.)
And see how it makes the sailboats go.
(Move hand in imitation of boat moving over the waves.)
And watch the birds against the sky,
(Hand over eyes, peer upward.)
Both birds and sailboats seem to fly!
(Arms extended, make flying motion.)

Window Pane

I have a checkered window pane,
(Cross opened fingers.)
I close the blinds at night,
(Close fingers.)
And in the morning, open them,
(Open fingers.)
Because I love the light.

(See also Enrichment Activities p. 91c, Language Development #6.)

7. Find a nature picture of a specific season. Discuss with the child parts of the picture. Encourage relating in complete sentences.

8. Play Indian Tom-Tom. The child plays the tom-tom and matches rhythm patterns set by the teacher.

Gross Motor

1. Build a snowman with the child; make snow angels. (See also Enrichment Activities p. 91c, Gross Motor #1.)

2. Pantomine walking in deep snow, building a snowman, rolling a snowball, catching snow flakes on your tongue.

3. Play "Jump Over the Puddle" and "Go Around the Puddles." Puddles are cut out of blue paper. (Pattern page 79.)

4. Pantomine swimming by lying on stomach on the floor and kicking feet and moving hands.

Fine Motor

1. Paste pussy willows onto a natural colored background, add a fence, flowers, tails, and ears. Use crayons, magic markers or cut paper strips. Create cats, mice, Squirrels, etc.

2. Using broken crayons, shave bits onto a natural color art paper. Top with another sheet and melt color with cool iron.

3. Make blotter paintings using red, yellow, brown, and green paints. Blot paint or fold paper in half and press. Open up, dry and cut out leaf shapes. (Pattern pages 77-78.)

4. Melt vivid crayon piece onto one solid chunk in muffin tin. Use chunk crayon to create nature scene. Pictures of squirrels, chipmunks, pumpkins, etc., can be cut out and pasted onto this background.

5. Build a snowman from three white circles (pattern page 91). Cover the back of each circle with felt and put together on a flannel board. Cut pieces of felt for nose, eyes, mouth, etc. (See also Enrichment Activities p. 91e, Fine Motor #5.)

6. Play with Wooden Play Puzzles from Playskool, Inc.

   "When It Rains"
   "It's Fun to Plant"

7. Play with Peek-A-Boo Puzzle from Abbot Toys.

   "Winter into Summer"

Cognitive

1. Have several sets of leaves cut out (pattern pages 77-78).

   a. match colors
   b. match shapes
   c. learn names of trees which bear leaves
   d. leaves could be cut into 3 graduated sizes, small, medium and large

2. Work on seriation (small, medium, large) using white paper or felt circles. (These can be used to build snowman later.) Seriation is the skill of placing objects in order according to size.

3. Judy Sequees: Apple Tree, Seasons

   Make other sets of sequence pictures on 3 x 5 cards.

4. Prepare a calendar of the month. With child's help, name and label days. Use for weather, counting, days of the week, etc.

a. Cut squares, one for each day, paste onto calendar.

Sunday	. . . Red
Monday	. . . Orange
Tuesday	. . . Yellow
Wednesday	. . . Green
Thursday	. . . Blue
Friday	. . . Purple
Saturday	. . . White

b. Put dates at lower right-hand corner of square.

c. In the upper left-hand corner, draw the weather on each day.

rain

cloudy

snow

partly cloudy

sunny

windy

d. Write or draw in special days, for example:

Valentine's Day
Lincoln's Birthday
Washington's Birthday
Family Birthdays
Teacher visit days

e. Each day discuss the weather and how to dress to keep warm or dry, etc.

f. Keep a diary or log, for example:

Today I went to the grocery store.
Today Bobby came to play.

g. Discuss the words and concepts of yesterday, today, tomorrow, each day with the child. Bring in important personal events, etc.

h. Read this poem to the child.

Sunday shakes hands with Monday
Who bows to Tuesday,
Who is next to Wednesday.
Thursday says, "Hi!" to Friday
Who turns to Saturday
To make a week.

Self-Help and Social

1. Gather a group of children for a nature hike. Look for pretty leaves, nuts, caterpillars, and other signs of fall. Finish up with a marshmallow roast.

2. Have a lawn raking party. Furnish several broom rakes. As the children rake leaves into piles, let others run and jump into the piles. Make sure everyone gets a turn with a rake. Follow with a cocoa and cookie treat.

3. Practice getting boots off and on, button and zip coats, open and close umbrella and put on gloves and mittens.

SUGGESTED MATERIALS

Miscellaneous

Autoharp (J. S. Latta, Inc.)
Cassette player and pre-recorded cassettes (J. S. Latta, Inc.)
Peabody Kit mannikins with vinyl clothing (American Guidance Services)
Flannel Board (to make see Pandora's Box page 15)
Homemade tom-toms (to make see Pandora's Box page 65)
Playskool puzzles: "When It Rains", "It's Fun to Plant" (J. S. Latta, Inc.)
Judy Sequees: "Apple Tree", "Season" (J. S. Latta, Inc.)
Pussy Willows
Crayons, construction paper, paste, scissors, tempera paint, iron, felt

Records

The Rainy Day Record, (Bowmar Publishing Co.)
"The Rain"
"Raindrops All Around"
"It's Raining"
The Carrot Seed, The Children's Record Guild, (Childcraft)
Songs for the Flannel Board, David C. Cook Publishing Co. (J. S. Latta, Inc.) with stories, flannel pieces and songs about: snow, frost, wind, rain, sun, clouds
Making Music Your Own, Silver Burdette Co., Level K (General Learning Corp.)
"Autumn Leaves" record 3, side 1
"Japanese Rain Song" record 3, side 2
"The North Wind" record 5, side 1
"Raindrops" record 1, side 2
"Snowballs" record 5, side 2
"Spring is Coming" record 5, side 2
"Weather Song" record 5, side 2

Books

The Carrot Seed, by Ruth Krauss (Scholastic Book Service)
Harold's Flyaway Kite, by Thomas Crawford (Educational Reading Service)
A Snowy Day, by Keats (Scholastic Book Service)
What Do They Do When It Rains, by Bridwell (Scholastic Book Service)
What Makes A Shadow, by Clyde Robert Bulls (Scholastic Book Service)
Snow, by McKie and Eastman (Random House)
The Bear on Hemlock Mountain, by Alice Dalgiesh (Charles Scribner's Sons)

Over in the Meadow, by Langstaff (Harcourt, Brace and Jovanovich)
Joel and the Wild Goose, by Sandburg (The Dial Press)
Gilberto and the Wind, by Marie Hall Ets (Childcraft, Inc.)
Mike's House, by Julie L. Sauer (The Viking Press)
Make Way for Ducklings, by McCloskey (The Viking Press)
Where Does the Butterfly Go When It Rains?, by Garlich (Scholastic Book Service)
One Morning in Maine, by McCloskey (The Viking Press)
Weather, by Bill Martins, Jr. (Holt, Rinehart and Winston, Inc.)
The Big Snow, by Berta and Elmer Hader (Childcraft, Inc.)

EVALUATION

Can the child relate nature cues to appropriate seasons?
Does the child recognize general weather conditions relative to seasons and know appropriate clothing to wear in each?
Does the child make statements of awareness about nature and the world around him?
Does the child recognize the names of months of the year and days of the week?

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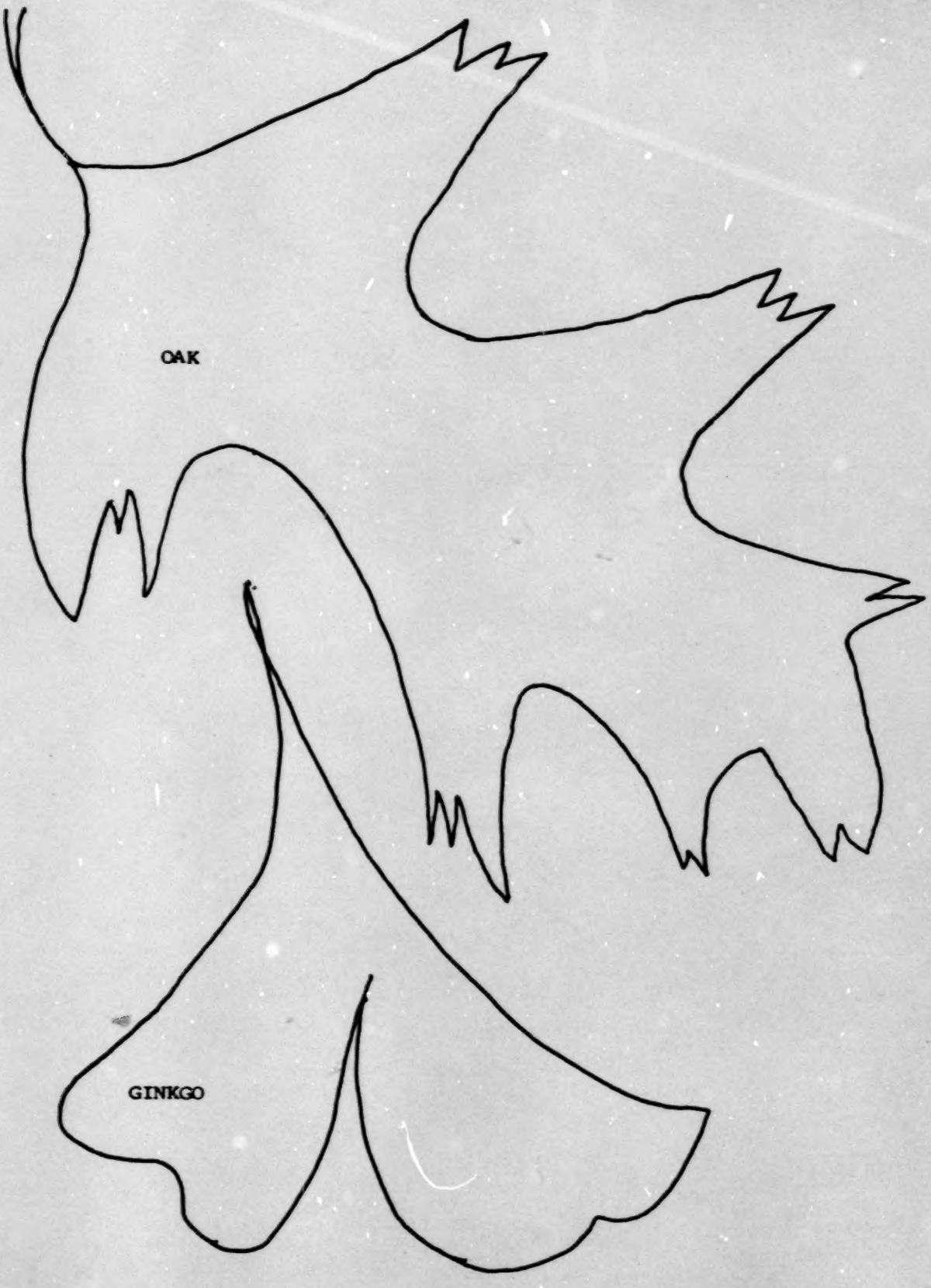
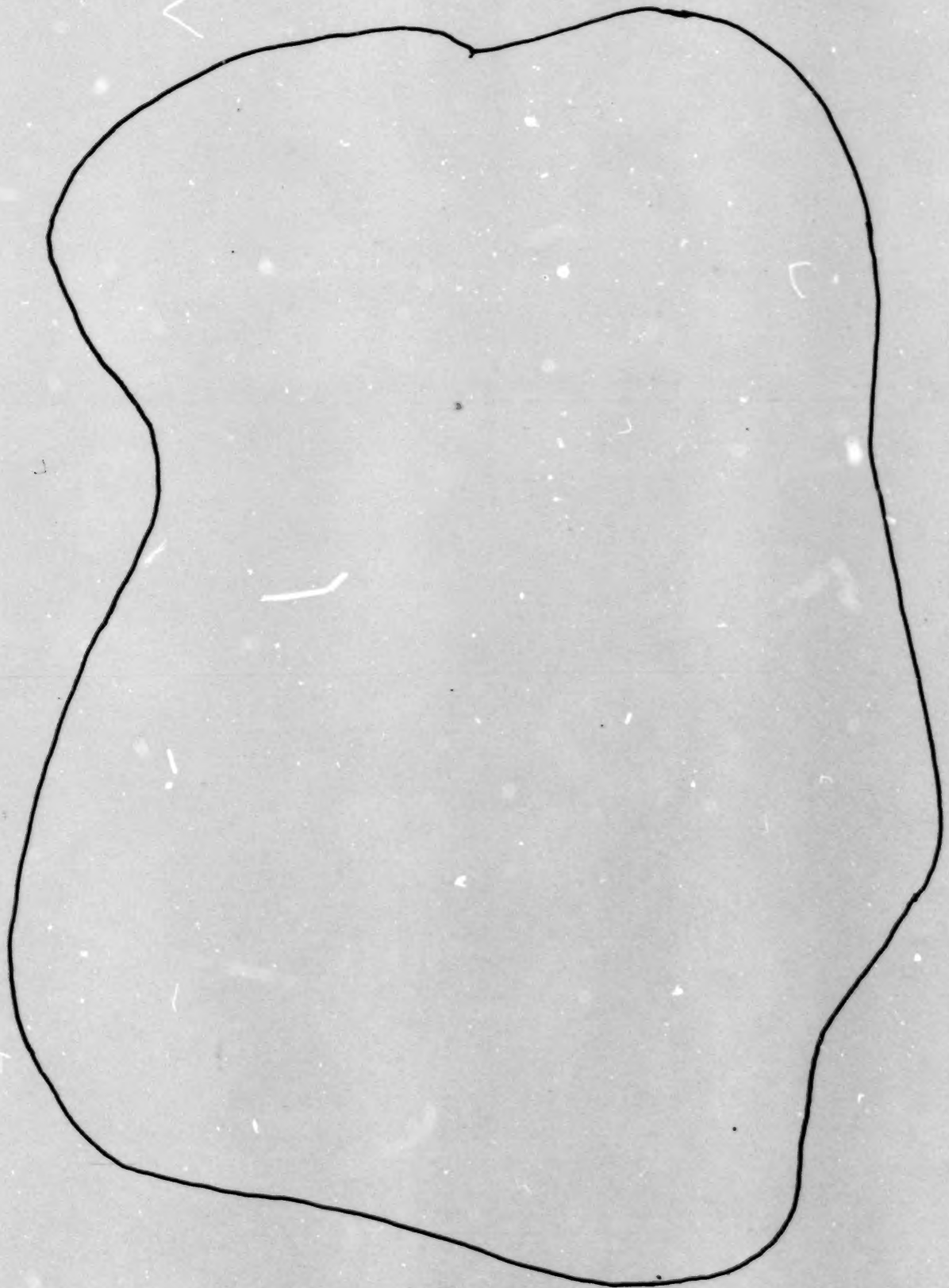

OAK
GINKGO

PUDDLES - Cut 10-12 out of blue paper. Shapes can vary.



Aloysius and the Winter Willies

This is a story about a wolf named Aloysius. (Place Aloysius on board.) He had a very nice house with a warm fireplace and a big window in it, but he wasn't happy. (Place fireplace and window.) Aloysius was looking at his calendar. (Place calendar.) "Phooey," he said, "I hate winter. I don't like snow or ice or cold weather! January is long, February is colder and March is too far away." One could say that Aloysius was upset.

Just then he heard a knock at the door. (Knock) Widow Wanda had come to visit. (Place Widow on board.)

"How are you, Aloysius?" asked Widow Wanda.

"Well," said Aloysius, "I don't feel good. I hate the snow and the ice and the cold!"

"Oh dear, I brought my seed catalog so you could help me pick out seeds for my spring flower garden."

"No," said Aloysius, "March is too far away to do that."

At this time Aloysius heard another knock. (Knock) The visitor was Samuel Wolf.

"Hello, Aloysius. Hello Widow," said Samuel. "How are you?"

"I'm fine," said Widow, "But Aloysius isn't feeling too well."

"Oh, what's wrong?" asked Samuel. "Do you have a fever?"

"Well," said Aloysius, "I don't feel good. I hate the snow and the ice and the cold!"

"Hey, I know what's wrong. You have Spring Fever, but it isn't called Spring Fever in the winter. It's called the Winter Willies. I know what you have, but not how to get rid of it."

Everyone started thinking about the cure. All of a sudden Widow Wanda said, "I have it. I have it. Follow me."

All three went into the kitchen. They really did rattle the pots and pans. (Take three off board.) Pretty soon Samuel came back carrying a salt shaker. Widow Wanda carried in a bowl. Aloysius carried in popcorn and a popper.

"Now," said Widow, "Hold the popper over the fire and shake it. (Story teller shakes arm vertically.) This will shake the Winter Willies out of your arm."

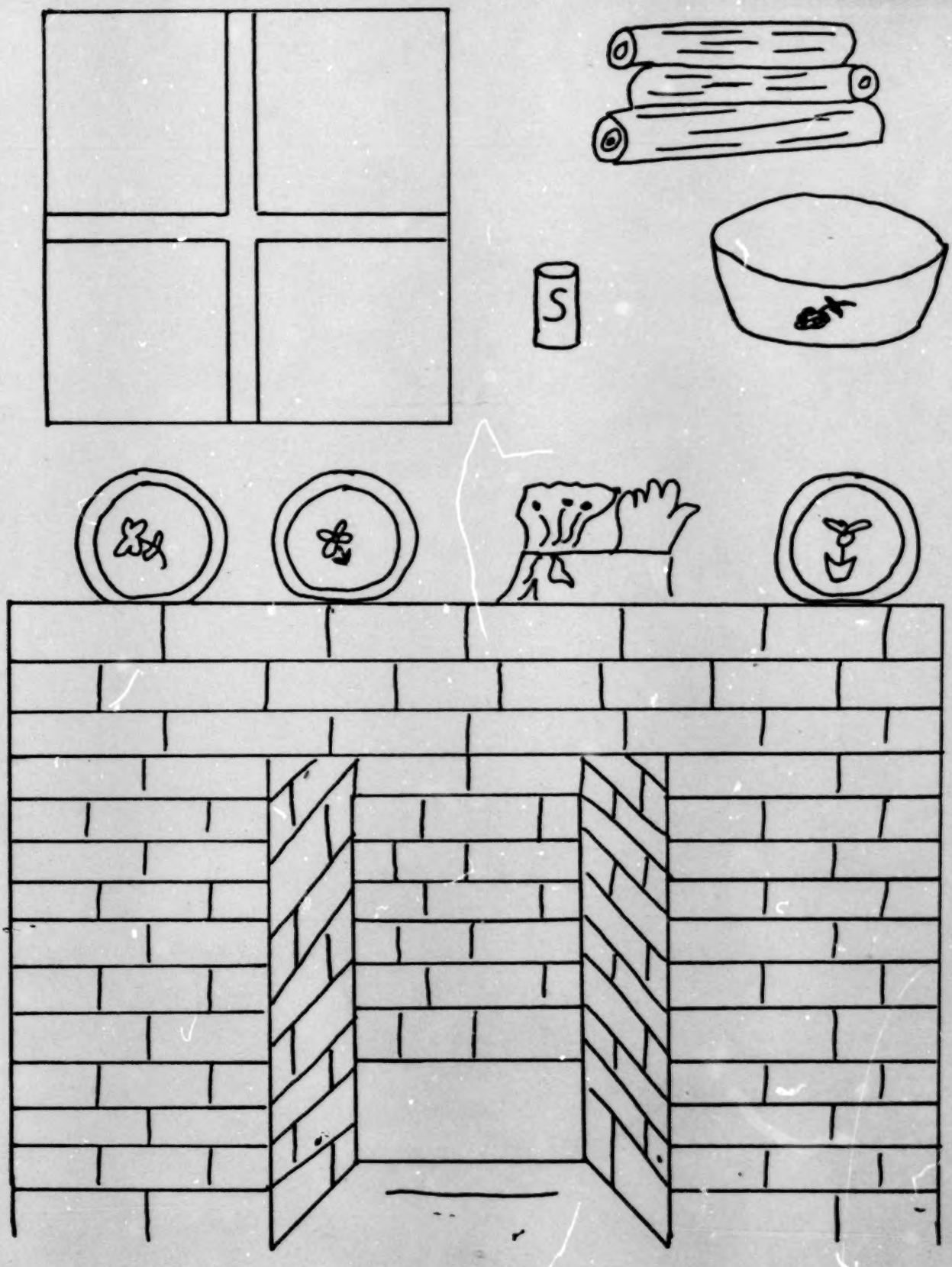
As Aloysius did this he could feel the Winter Willies leave. He shook his arm harder and harder. Samuel had to tell him to be careful so he wouldn't break his arm.

All of a sudden, something happened -- Pop, pop, pop, pop, pop. The corn was popping. "Here Widow," said Aloysius excitedly, "it's ready."

"Look at that, his Willies are gone!" said Samuel. "See his smile."

Munching some popcorn, Aloysius said, "Know what I like best about popcorn, it looks like the winter snow. I guess winter isn't too bad after all.

- Author Unknown



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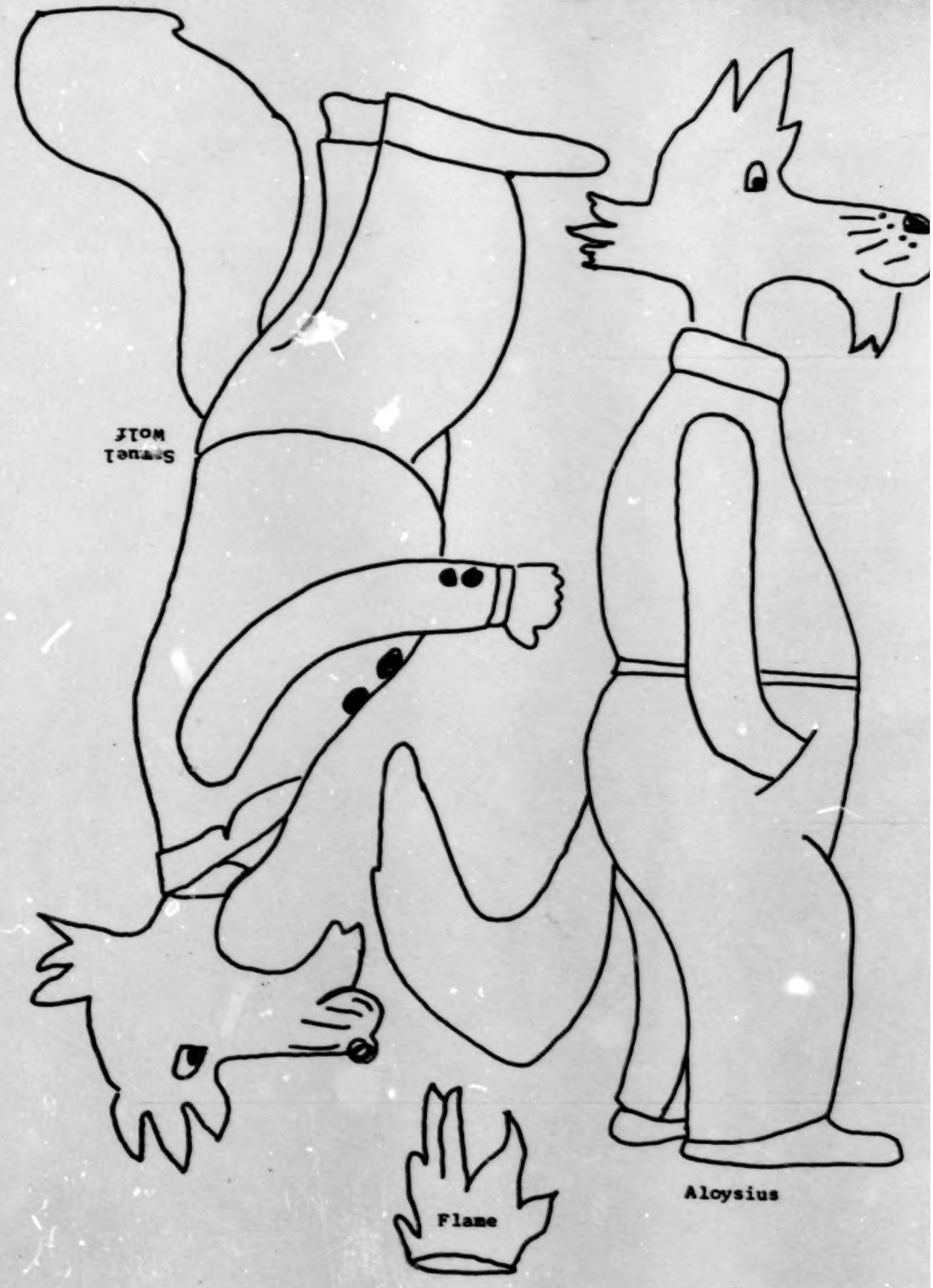

Samuel Wolf
Aloysius
Flame

Widow Wanda

Aloysius popping popcorn

Frosty The Snowman

Frosty the Snowman came to town one bright, cold winter's day.

The first real snow of the winter had fallen the night before. In the morning, out came the children, and they started to roll snowballs. Round and round the snowy yard they rolled the snowballs. Soon they had two fine big ones.

Round and round the yard again -- there was a little snowball, just the right size for a snowman's head.

Billy ran home and brought two bits of coal to use for the snowman's eyes.

Sally gave him a button nose and a funny corncob pipe.

Tommy brought floppy galoshes and a scarf for the snowman.

And Joe brought him a pair of old red mittens to wear.

"Now we need a hat," said Sally and Joe.

So they all began to look around.

Sally found an old cap. But it didn't look just right.

Billy found a battered felt hat. But it still didn't seem right.

Just then, down the street came the whistling wind. And it blew to their feet a shiny top hat.

"Just what we need!" cried Sally and Joe.

"It's like magic!" said Billy and Tommy.

It was Tommy who picked up the shiny top hat and put it on the snowman's head.

Zing! Tommy's hand sprang back with a shock.

"It is magic!" gasped Tommy.

"So it is," said a voice, a deep chuckly voice they had never heard before. "And a pleasant sort of magic, if I do say so myself."

"It's the snowman!" whispered Sally. And so it was.

"Frosty, the Snowman, at your service," said he.

That's how Frosty the Snowman came alive.

If you have never had a snowman for a friend, you can scarcely imagine all the fun those children had.

For Frosty took them coasting -- and never had their sleds slid so swiftly and so far.

Frosty helped them build a snow house -- and never had blocks packed so firmly and well.

They all went ice skating -- and the magical part was that while they were with Frosty, the children could stay out and play in the snow and never get shivery cold.

Was it Frosty's warm heart, or his magical smile? Whatever it was, they thought it was fine.

Each morning when the children came out to play, Frosty had a wonderful plan all set.

One morning he said, "Let's go shopping today. I've never seen a store, you know."

So they all joined hands and away they skipped, off toward town where the shops stood in rows.

It was fun showing Frosty around! For he thought every window was wonderful.

All around the town they led Frosty that day, while the warm wintry sun shone down.

Soon they came to a corner and around the corner came a warm, gusty wind. Off went Frosty's hat. And away went Frosty after it.

Then "tweet" sang the traffic cop's loud whistle. And the children could not follow Frosty, because traffic streamed by -- buses and trucks and family cars.

Tweet! went the traffic cop's whistle again.

The crossing stood empty before them now, but there was not a sign of Frosty to be seen.

Only down the street his top hat rolled, all by itself in the melting snow.

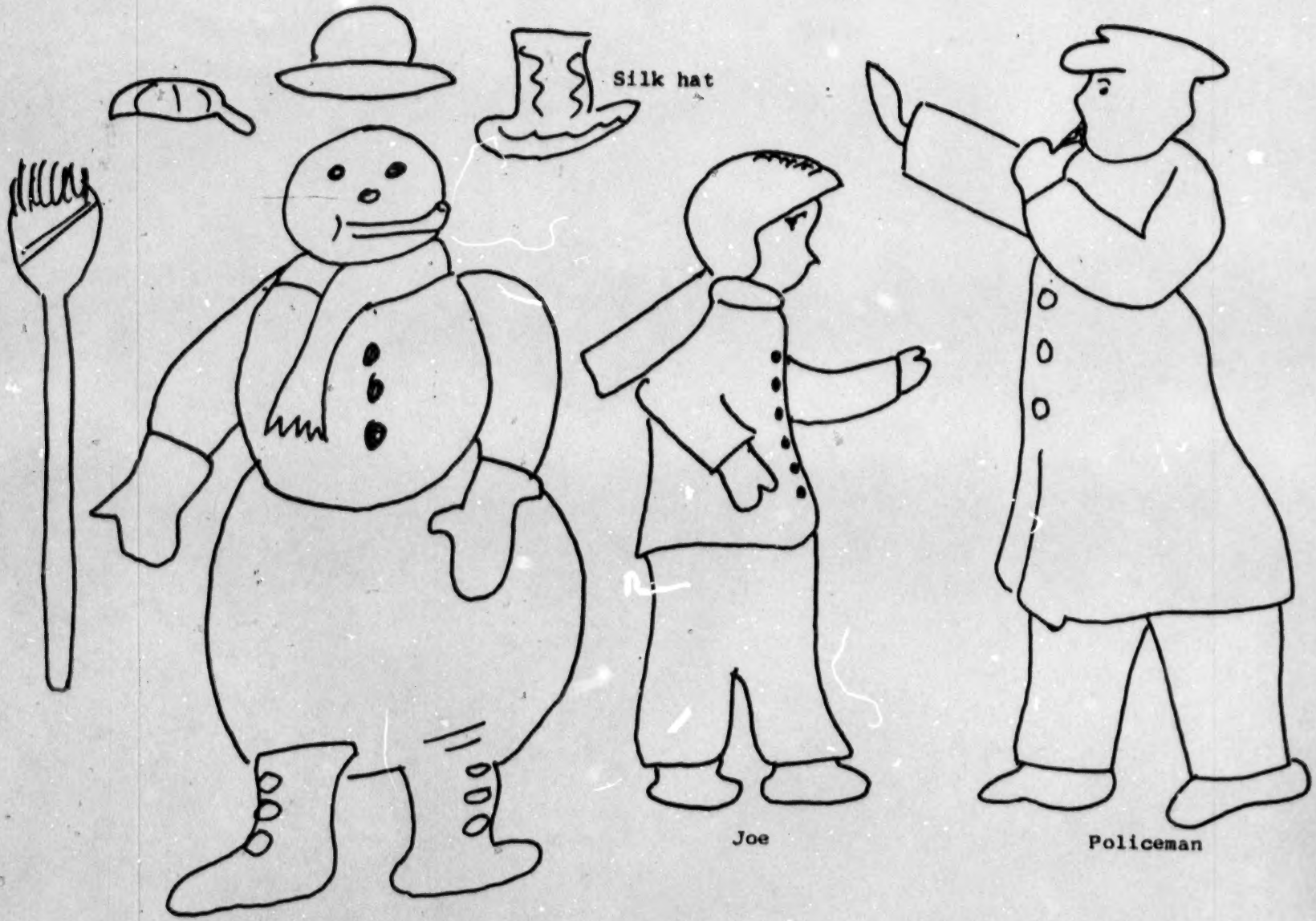
"Mr. Policeman!" the children cried. "Where has Frosty the Snowman gone?"

"Oh," said the policeman.

"Frosty the Snowman has gone away
Where all snowmen go on a sunny day.
But he'll be back at your bidding and call
Whenever great heaps of snowflakes fall."

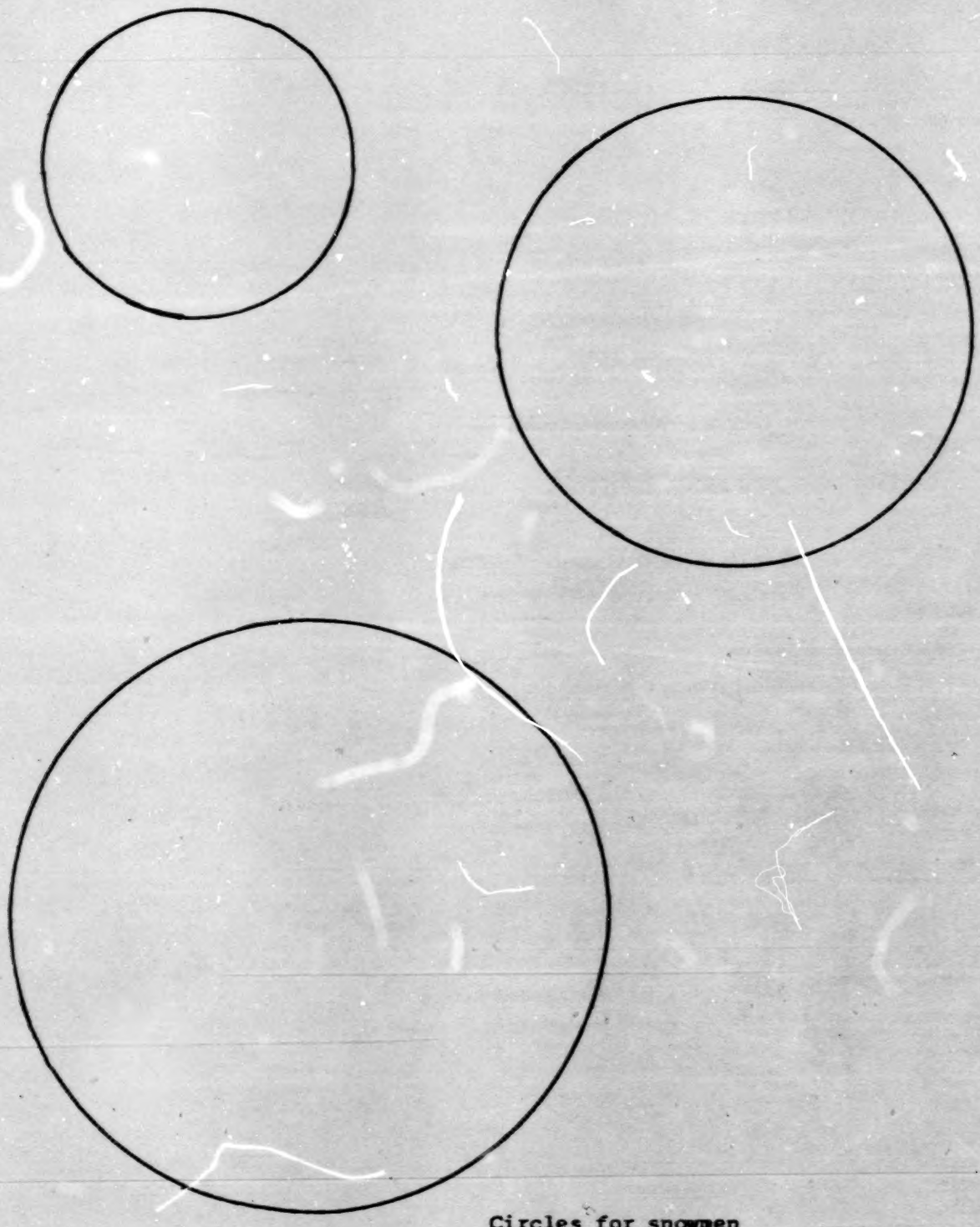
AND HE WILL!

- retold by Annie Bedford



Frosty - Make mittens, scarf, boots, coal eyes, buttons, nose and corncob pipe separate.

Sally
Tommy
Billy



Circles for snowmen

ENRICHMENT ACTIVITIES

Language Development

2. Gather small twigs, lightweight seed pods, and leaves. Allow the child to arrange the materials on a sheet of black construction paper to make a design. Pull one white or colored kleenex in half. Place it on top of the design. Mix solution of 1 part Elmer's Glue and 1 part water. With a paint brush daub the solution on top of the kleenex so that the kleenex will melt into the paper. Continue until the paper is completely covered. Dry for 24 hours.

5. "A Story About Fall" This story should be told with teacher-made illustrations on the flannel board or may be put into book form.

A Story About Fall

This is the time of year called Fall. During the season of fall many changes take place outside.

The weather changes in fall. In the summer, the weather is warm or hot. During fall the weather slowly becomes colder and colder. At first it may be cold during the night and early morning but be warm by lunch time. But, as we get closer to winter, it stays cold all day long.

People prepare for fall by wearing warm clothes, sweaters, and coats when the weather is cold.

Do you like warm weather or cold weather best? Why?

When the weather starts getting colder, many trees change. During the summer leaves on trees are green. During the fall the leaves change from green into many other colors.

What are some of the colors of leaves in fall?

In fall leaves are yellow, red, orange, and brown. Some of the leaves stay green.

After the leaves change colors, they fall from the trees. During the fall season, you can see leaves everywhere: in yards, on sidewalks, on the streets and roads. The fallen leaves dance and fly with the wind.

What can you do with leaves?

You can rake the leaves into a big pile and run and jump into it. What fun you can have with leaves!

A squirrel is a little animal that lives in a tree. A squirrel is very busy during the fall season. He or she prepares for the cold weather by looking for nuts and taking them to a hiding place. The nuts will be the squirrel's food during the cold winter months.

Have you seen any squirrels? Look for them in trees and yards and parks.

Birds are other little animals that live in trees. During the fall, birds prepare for the cold weather. Many of the birds prepare by flying South to live in warmer weather for the winter. When birds go South, they fly in large numbers called flocks.

Have you seen any flocks of birds flying South? Look for them high in the sky.

A caterpillar is a little animal called an insect. Caterpillars look like furry worms. They can have brown or black fur. Sometimes a caterpillar has two colors on his fur. The two colors are brown and black. As the weather gets colder, caterpillars prepare for winter. They build a home called a cocoon. They sleep in their cocoons all winter. When warm weather comes, caterpillars come out of their cocoons. But they are no longer caterpillars. They are butterflies. Butterflies live in the warm weather of spring and summer.

Have you ever seen a caterpillar? Look for them down on the ground. Be careful not to step on them.

A Poem About a Caterpillar

Caterpillar, caterpillar--brown and furry,
Winter is coming and you'd better hurry,
Find a big leaf under which to creep.
Spin a cocoon, in which to sleep.
Then, when warm weather comes your way,
You'll be a butterfly and fly away!

Fall has two special days. They are Halloween and Thanksgiving. Halloween is a fun time.

What do you do on Halloween?

You go trick-or-treating and people give you candy. People buy pumpkins and make jack-o'-lanterns and pumpkin pies.

Thanksgiving is another special day in fall. On Thanksgiving people say thank you to their families. We say a big thank you on Thanksgiving for the food we eat, the clothes we wear, for our homes and for the people we love. Thanksgiving is a fun day. People stay home from work and spend the day with their family. Some people eat turkey for dinner.

Rosemary Furtaw

6. Fingerplay Fun

Snowman

Let's build a snowman for you and me
(Point to you and me.)

We'll need some snowballs 1, 2, 3
(Hold up 1-2-3 fingers.)

We'll make one big, one medium, one small
(Arms make large, medium, small circles.)

Put on a face and a hat, that's all!
(Touch face, touch hat - "dust" hands together.)

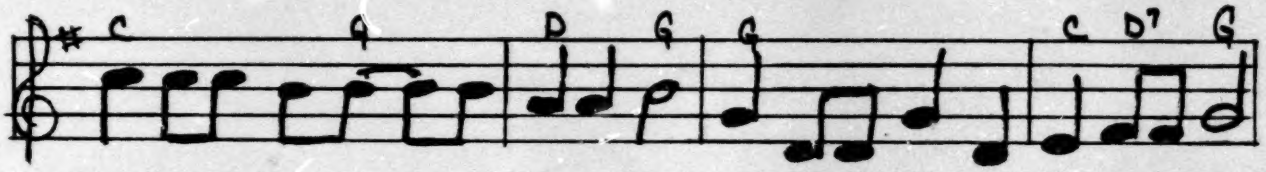
Carole Anne Russler

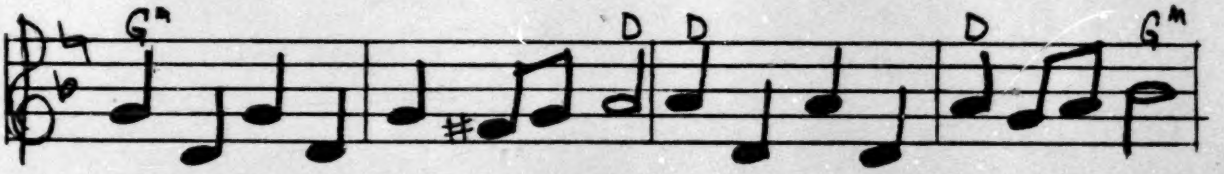
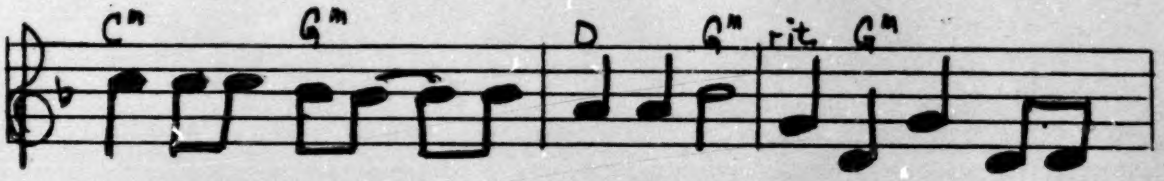
Gross Motor

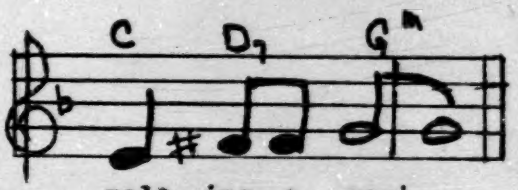
1. Song (on the following page).

SNOWMAN, SNOWMAN

Snow-man Snow-man how do you do? Snow-man Snow-man can we play with you?
(wave) (beckoning motion)



You be the cap-tain and stand on guard We'll build a fort right here in the yard.
(salute) (pretend to lay block of snow)

Snow-man Snow-man Why are you sad? Snow-man Snow-man You should be glad.
(make a sad face) (make a happy face)

Why are you weep-ing? Come on and play! Snow-man Snow-man you're
(cry) (beckon) (put hands on head and



melt- ing a - way!
slowly "melt" down to floor)

Sharon Hancock

Fine Motor

5. Make Rice Crispy Balls and make a snowman with the balls.

   * Melt 1/2 stick of butter in pan and 1 bag miniature marshmallows.
   * Add 5 cups Rice Crispies
   * Stir
   * Cool
   * Mold into balls to make a snowman. Decorate.

   Make your own snow.

   * 1 cup water
   * 1/2 cup Ivory Snow Flakes
   * Let the child whip the mixture with an egg beater until stiff.
   * Cover a pine branch, leafless branch or small tree with the snow, or make a design with the mixture on black construction paper.
   * Let dry overnight to harden.

HALLOWEEN

HALLOWEEN

OVERALL OBJECTIVES

To be aware of safety rules to observe during "trick or treating" time.
To learn to respect the property of others.
To learn about the origin of Halloween.
To learn characteristics of pumpkins.
To have fun.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Discuss the story of Halloween.

2. Read the flannel board story "One Halloween Night" (page 98, patterns page 98-100).

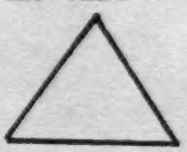
3. Vocabulary development - learn new words.

Halloween	Jack-O'-Lantern
Witch	Bat
Ghost	"Trick or Treat"

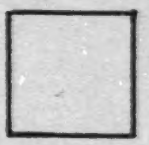
4. Read the book The Old Black Witch. Follow with the activity of making blueberry pancakes.

5. Flannel board and fingerplay activities:

Cut out a felt triangle, square and circle to demonstrate as children learn the poem and motions that accompany it.



"Here is the witch's big black hat
(Make a triangle with arms.)
She puts it on her head like that.
(Make motion of putting hat onto head.)



The haunted house is dark and cold
(Hold arms and shiver.)
It's big, and square, and very old.
(Trace square in the air.)

I see a pumpkin round and fat
(Make a circle with arms.)
It's happy smile is just like that!"
(Big grin.)

Cut out ten pumpkins (pattern page 100). Place on a flannel board. As the poem is read, have the child remove pumpkins.

"If Tommy had 10 pumpkins growing on a vine,
And Mommy took one for a pie,
That would leave (9).

If Tommy had 9 pumpkins in October late,
And a green one never did get ripe,
That would leave (8).

If Tommy had 8 pumpkins in a row so even,
And one rolled out of the pumpkin patch,
That would leave (7).

If Tommy had 7 pumpkins waiting to be picked,
And one hid underneath a shrub,
That would leave (6).

If Tommy had 6 pumpkins orange and alive,
And one just covered up itself,
That would leave (5).

If Tommy had 5 pumpkins and not one pumpkin more,
And one decided not to grow,
That would leave (4).

If Tommy had 4 pumpkins as plump as plump could be,
And one went sailing down a row,
That would leave (3).

If Tommy had 3 pumpkins and someone shouted, "Boo!"
And when he looked, one disappeared,
That would leave (2).

If Tommy had 2 pumpkins ripening in the sun,
And Daddy came and picked one, why
Of course, that would leave (1).

If Tommy had 1 pumpkin and he wanted to have fun,
He'd make a jack-o'-lantern,
And then that would leave (none)."

- Louise B. Scott

Prepare 5 white flannel ghosts for the flannel board (pattern page 99). Number them 1 through 5.

Five Little Ghosts

Five little ghosts dressed all in white
Were scaring each other on Halloween night.
(Place ghosts on flannel board as each one is mentioned.)
"Boo!" said the first one,
"I'll catch you!"
"Whooo," said the second, "I don't care if you do!"
The third ghost said, "You can't run away from me."
And the fourth one said, "I'll scare everyone I see."
Then the last one said, "It's time to disappear."
See you at Halloween time next year!"

- Florence S. Murray

Make a Pumpkin Lantern

Cut into a pumpkin,
(Make motion as if cutting with forefinger.)
Scoop it with a spoon.
(Make motion of scooping.)
Carve a little mouth that turns endwise like a moon.
(Form a half circle with thumb and forefinger.)
Cut two eyes to twinkle
(Make two circles with thumbs and forefinger.)
And a big, three-cornered nose.
(Put forefingers and thumbs together to form a triangle.)
Use for teeth ten shiny seeds, placed in grinning rows.
(Hold up ten fingers in a row.)
Light a little candle, and when the shadows fall,
(Hold up forefinger of left hand for candle, and pretend to light.)
Set the jolly fellow in the darkest hall.
(Pretend to set pumpkin on shelf.)
Listen for the laughter as folks spy the elf
(Put one hand above ear as if listening for laughter.)
Grinning down at all of us from the darkest shelf.
(Put hands around face and smile.)

- Marguerite Gode

Gross Motor

1. Beanbag Toss into a cardboard jack-o'-lantern. (See Pandora's Box, page 122.)

2. _____ (child's name) be nimble,

_____ be quick,

_____ jump over the broomstick.

3. Use old sheets with holes cut out for eyes to play ghosts; use appropriate sounds and motions.

Fine Motor

1. Crayon resist - with a crayon draw ghosts or witches on manila paper. Paint entire sheet with black tempera paint.

2. Work with pumpkins.

   a. Carve a jack-o'-lantern.
   b. Roast pumpkin seeds - soak seeds in salt water overnight. Roast on a baking sheet at 250° until crisp - about one hour.
   c. Suggest that the baby sitter prepare a pumpkin pie or another pumpkin treat.

3. Make a torn paper collage using orange and black construction paper on manila paper.

4. Make masks of paper bags or paper plates.

   a. Put the bag over the child's head, mark mouth and eyes gently with crayon.
   b. Remove from the child's head, cut out eyes and mouth.
   c. Have the child decorate with crayon, string, paints, material scraps, etc. to make:

pumpkin	gypsy
princess	pirate
witch	animal

(See also Enrichment Activities p. 100a, Fine Motor #4.)

Cognitive

1. Count (and eat) candy corn.

2. Hide a candy corn under a paper cup. Guess which cup it is under.

3. Prepare several sizes of pumpkins and hats (patterns, page 100).

a. seriate
b. Match sizes together.
c. Make sets of all orange and all black shapes.

4. Use visual closure templates from Peabody Kit and teacher-made pictures of Halloween scenes.

5. Play this riddle game:

I am round.
I am orange.
I have two black eyes and a big smiling mouth.
Who am I? (jack-o'-lantern)

I am black.
I have fur and long whiskers.
I have four feet and a tail.
Who am I? (black cat)

I wear a pointed hat.
I ride on a broomstick.
I have green hair and a long nose.
Who am I? (witch)

I wear a sheet.
I say, "Boo-oo-oo!"
I live in a haunted house.
Who am I? (ghost)

Self-Help and Social

1. Safety on Halloween. Discuss these rules with the child.

a. Crossing streets.
b. Wear white or carry a flashlight.
c. Walk on the sidewalk.
d. Don't carry jack-o'-lanterns with lighted candles.
e. Don't eat anything until Mommy or Daddy checks it.
f. Go to houses which have lights on.

2. Talk about respecting other people's property while "trick or treating".

3. Thank people for treats. Role play "trick or treating" experience.

4. Learn to take turns and share goodies with other children. This can be done using puppets and role playing.

SUGGESTED MATERIALS

Miscellaneous

Flannel pieces
Manila, orange and black construction paper, glue
Cardboard jack-o'-lantern (to make see Pandora's Box page 122)
Beanbags (to make see Pandora's Box page 48)
Crayons, manila, black tempera, brush
Pumpkin
Plastic jack-o'-lantern and goodies
Candy corn
Paper bags or paper plates, crayons, scissors
Holidays, Songs for the Flannel Board (with record), David C. Cook Publishing Company (J. S. Latta, Inc.)

Records

Making Music Your Own, Silver Burdett Co. (General Learning Corporation)
"Jack-O'-Lantern" record 3, side 2
"The Witches' Ride" record 3, side 2

Books

Fingerplay Fun, Steiner & Pond (Charles E. Merrill Publishing Company)
The Witch Next Door, Norman Bridwell (Scholastic Book Service)
Rabbit & Skunk & Spooks, Carla Stevens (Scholastic Book Service)
Georgie, Robert Bright (Doubleday & Company, Inc.)
The Witch of Hissing Hill, Mary Calhoun (William Morrow and Company)
The Old Black Witch, (Parents Magazine Press)

EVALUATION

Is the child aware of safety rules to be obeyed when he goes out "trick or treating"?
Does the child know why we celebrate Halloween?
Has the child discovered several uses for pumpkins?

One Halloween Night

One Halloween night a black cat came walking. He walked and walked and walked until he met a ghost. "Do you have a treat?" asked the cat.

"No-o-o," said the ghost, "but I'll come along and help you find one." So the black cat and the ghost walked and walked and walked until they met a bat.

"Do you have a treat?" asked the cat and the ghost.

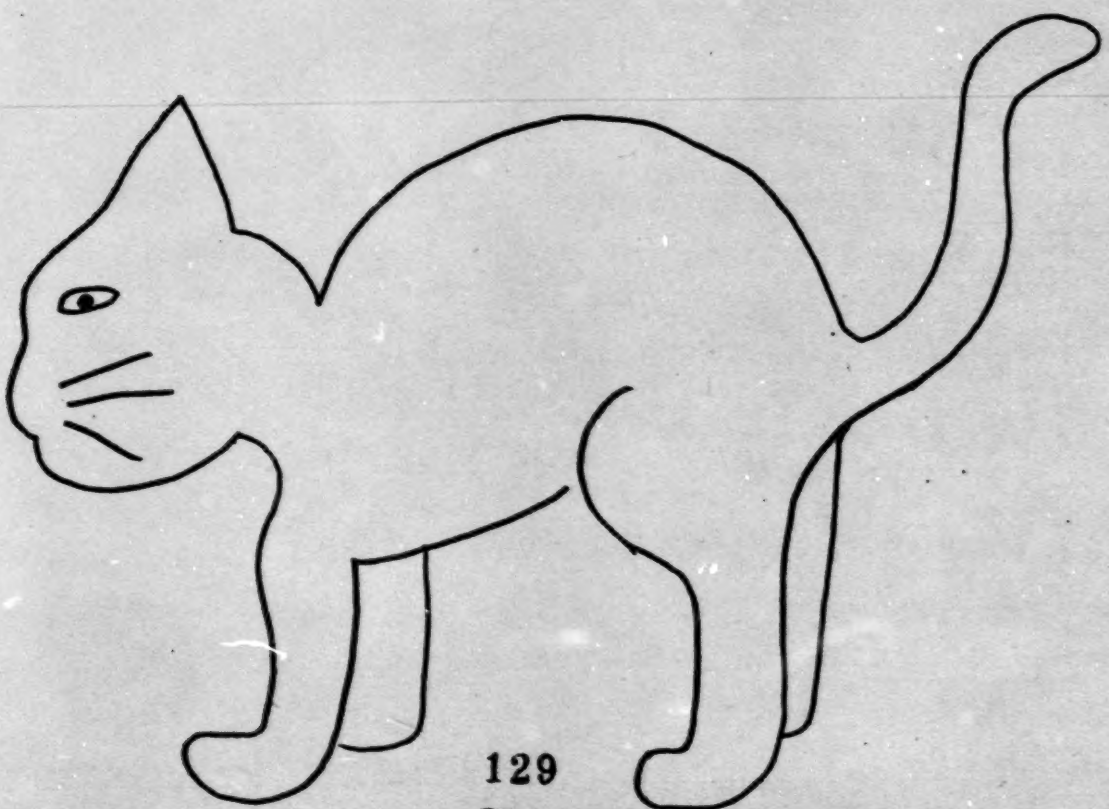
"No," said the bat, "but I'll come along and help you find one." So the black cat and the ghost and the bat walked and walked and walked until they met a witch.

"Do you have a treat?" asked the cat and the ghost and the bat.

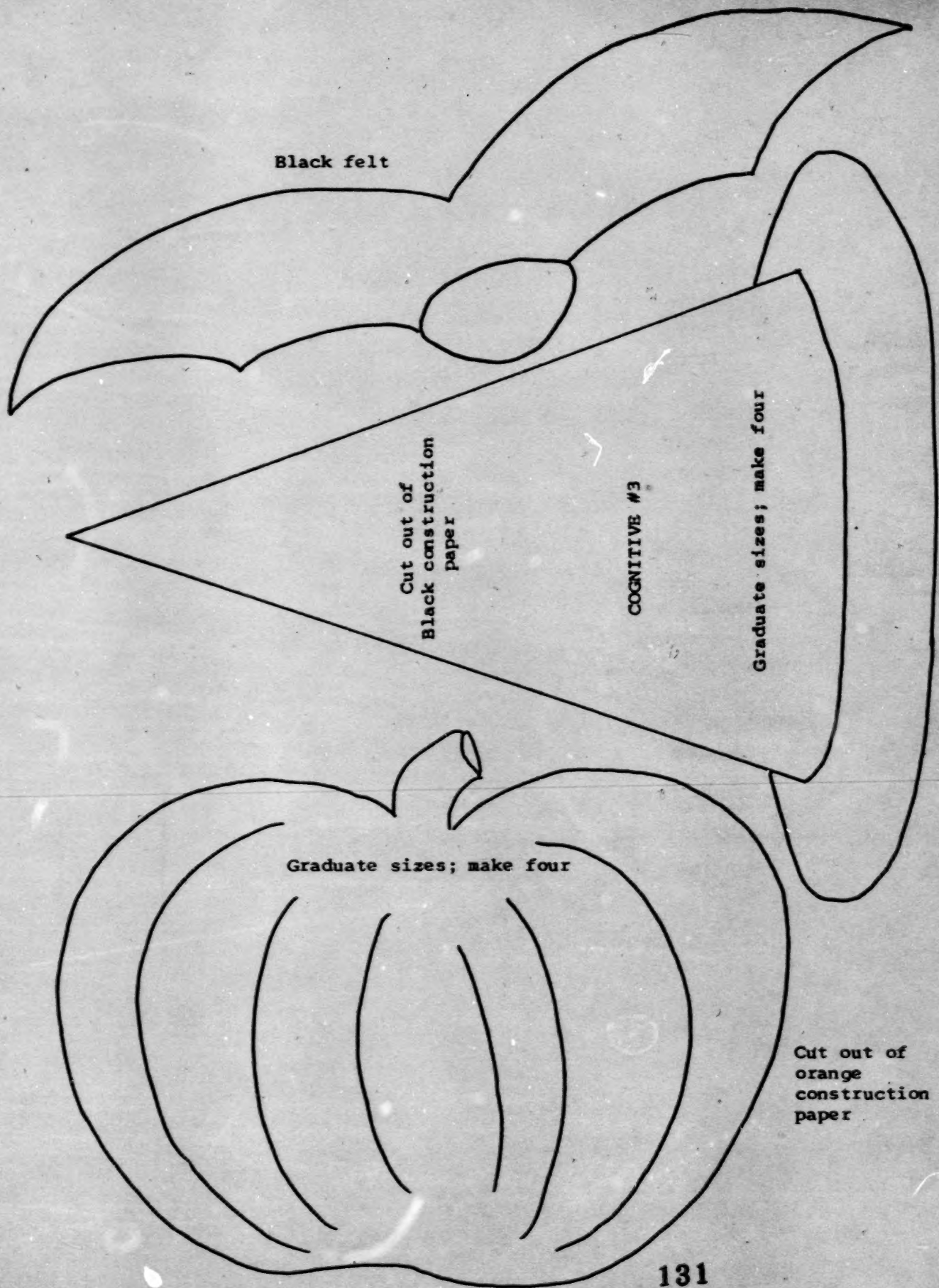
"No," said the witch, "but I'll come along and help you find one." So the cat and the ghost and the bat and the witch walked and walked and walked until they met a jack-o'-lantern.

"Do you have a treat?" asked the cat and the ghost and the bat and the witch.

"Yes!" said the jack-o'-lantern. "Look inside." So they took off his top. Inside were lots of Halloween treats and they had a wonderful party.



Black felt
Yellow felt
White felt
Hair felt


Black felt
Cut out of
Black construction
paper
COGNITIVE #3
Graduate sizes; make four
Graduate sizes; make four
Cut out of
orange
construction
paper

Fine Motor

4. Hats can make a child many people.

Bonnet - Use the bottom half of a medium-sized paper bag; this is used for the back of the bonnet. Cut out one side of the paper bag where head will enter. Roll back the other side to make the brim. Paint and attach yarn or ribbon to tie.

Gentleman's Hat - From construction paper or oaktag, make a tall tube that fits around the head of the child. Cut a circle to fit the top and a ring for the brim. Tape or glue together. Cover the hat with cloth, bright paper or decorate with crayons before assembling.

Beanie - Use the top half of a paper bag. Gather one end together, twist, and tie tightly with string. Fold the bottom edge up to make a brim. Use crayons to decorate.

CHRISTMAS

CHRISTMAS

OVERALL OBJECTIVES

To become familiar with customs and activities of the holiday relative to our culture.
To enhance a feeling of sharing and good will within the child.
To develop an understanding of the meaning of Christmas.
To make the child aware of Christmas as a happy family time.

SUGGESTED DEVELOPMENTAL ACTIVITIES

Language Development

1. Read the flannel board story "The Littlest Helper" (story page 115, patterns pages 116-121).

2. Have the child "write" his own letter to Santa Claus. This could be done as an experience story, drawing pictures or cut out and paste pictures of toys. (See also Enrichment Activities p. 121a, Language Development #2.)

3. Learn song, use with autoharp or xylophone, use flannel figures for counting and fun - "Santa's Little Helpers" (song page 112, patterns pages 113-114).

4. Viewmaster Reel Projector: "The Night Before Christmas" "Rudolf the Red-Nosed Reindeer".

5. Show 'n Tell" "A Christmas Carol".

6. Holidays, Songs for the Flannel Board, David C. Cook Publishing Co. Use story, flannel pieces and the record and discuss with the child.

7. Fingerplay activity:

Five Red Stockings

Five red stockings,
(Hold up five fingers.)
Heard the fire roar.
_____ took one
(Use child's name in the blank.)
Then there were four.
(Hold up four fingers.)
Four red stockings
Saw the Christmas tree.

_____ took one
Then there were three.
(One finger down, leaving three up.)
Three red stockings
Waiting for you,
_____ took one
Then there were two.
(Another finger down, leaving two up.)
Two red stockings,
Having Christmas fun.
_____ took one
Then there was one.
(Another finger down.)
One red stocking
Feeling very gay.
_____ came along
And took it away.
(Put hand behind back.)

Gross Motor

1. Teach the child the following to the tune of "Mulberry Bush":

This is the way we chop the tree .....
..... hang the stocking .....
..... wrap the package .....
..... eat the food .....
..... sing the carols .....
..... go to church .....

2. "Jingle Bells": Give the child a set of bells. While the record is playing, let the child pretend he is the horse pulling the sleigh and skip, hop, or gallop around.

(See also Enrichment Activities p. 121a, Gross Motor #1.)

Cognitive

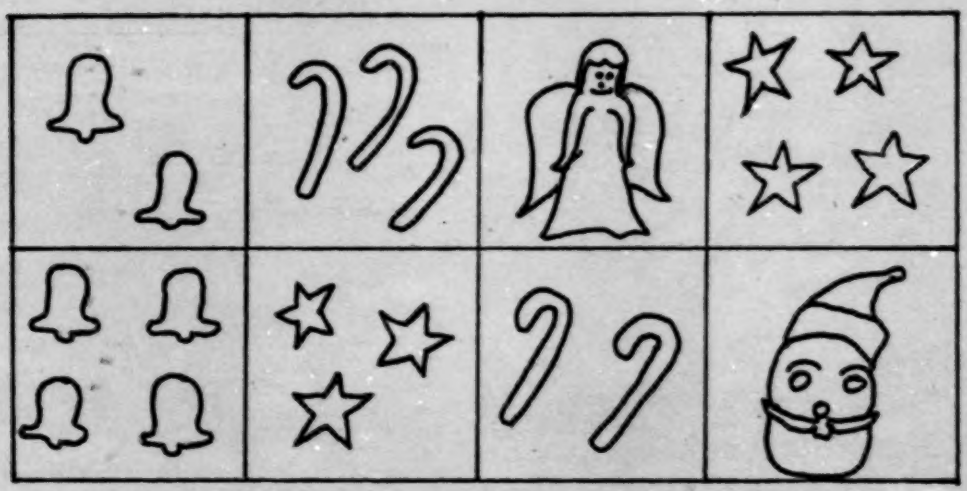
1. Make holiday candy.

Melt together: 1/4 cup milk
1/4 cup butter
Take off heat, add and mix well one box icing mix.

2. Slice refrigerated cookie dough, drop by spoonfuls onto greased platter, form into shapes, bake, decorate with icing and colored sugar.

3. Cut out of heavy cardboard various Christmas shapes (patterns page 108-110). Make a "feely" box. Have the child reach in and identify shapes.

4. Prepare a matching sheet. Color and cut apart eight pictured squares. Place on lower half by counting and matching.



1	2	3	4
1	2	3	4

Fine Motor

1. Melt pieces of red and green crayon in muffin tins to make wax "cookies". When cool, use to draw and color to background of Christmas music.

2. Dip a length of heavy string, yarn, or cord into a pie plate full of liquid blue laundry starch. Give the child a piece of waxed paper on which to lay string and create a design or specific shape. Let dry, paint and use as a tree decoration or hang in the window. (See also Enrichment Activities p. 121a, Fine Motor #2.)

3. Have the child cut out stocking shapes, (pattern page 111). Give each child two pieces to staple together around the edge. Cut out scraps of red, green and white paper to paste on for decorations.

4. Cut Christmas shapes out of oaktag (patterns pages 108-110). Punch a hole in the top, apply glue in a pattern on one side or dot with glue or cover entire surface. While glue is still wet, sprinkle with glitter. Attach string through hole and use as a tree ornament.

5. To make a stuffed toy give the child a piece of muslin (or similar cloth). Tell him to draw with crayons a person, animal, or just scribble on the cloth. Let him do what he's capable of doing. Place the cloth, crayon side down, on some paper towels on the ironing board and press using low setting; this will set the color. Cut out around the drawing allowing 5/8 inch and cut out a duplicate piece of cloth at the same time. Stitch around, putting right sides together; leave about a 3-inch opening. Turn and stuff lightly with cotton batting or scraps of nylon hose. Sew opening shut. The child will now have an original toy.

6. Use plain colored tissue paper to make personalized wrapping paper. Dip pieces of sponge or styrofoam into shallow containers of tempera paints. Stamp at random or repeat designs onto the tissue paper.

Self-Help and Social

1. Discuss with each child what task he could perform to help Mommy or Daddy. Prepare a "gift certificate" with intention written on it to give as a gift for Christmas. Finger paint a large sheet with red or green and mount certificate.

2. Make a gumdrop tree with styrofoam; shape using toothpicks to hold gumdrops. Talk about sharing with others. Set the tree in a place near the front door. Instruct the child to share with those who come to the house. (See also Enrichment Activities p. 121a, Self-Help and Social #2.)

3. Prepare a wrapped gift box for the child. Using a large piece of wrapping yarn, help the child tie the package in a single knot. Help with the bow if necessary. Undo and retie several times.

4. Have the child dress himself with coat, hat, mittens, boots, etc. in preparation to go outside to play. Encourage the child to zip, button, or pull on clothing alone. Help if necessary. Note performance.

SUGGESTED MATERIALS

Miscellaneous

Flannel board story, "The Littlest Helper" (page 115)
Copy of the song, "Santa's Little Helpers" (page 112)
Construction paper, crayons, glue, magazines
Viewmaster with films: "The Night Before Christmas"
"Rudolf the Red-Nosed Reindeer" (Prima Education Products)
Autoharp (J. S. Latta, Inc.)
Slice and bake cookie dough
Ingredients for candy (see page 102)
Prepared "feely" shapes and box (patterns page 108-110)
Prepared matching sheet (page 103)
Rhythm bells
Red and green crayons, muffin pan
Pie plate, liquid starch, string, waxed paper, paint
Stocking shapes, scissors, red and green felt scraps, paste
Construction paper, glitter
Styrofoam cone shapes, toothpicks, gumdrops
Bulky yarn
Prepared gift box
Muslin, crayons, cotton batting, needle, thread
Paints, tissue paper, sponge
Show n' Tell Picturesound Program "A Christmas Carol" (General Electric)
Holidays, Songs for the Flannel Board, David C. Cook Publishing Co. (J. S. Latta, Inc.)

Records

Christmas Carols, Bowmar Records, Lucille Wood (J. S. Latta, Inc.)
Making Music Your Own, Silver Burdette Co. (General Learning Corp.)
"The Angel Bane" record 4, side 1
"A Christmas Song" record 4, side 1
"I Saw Three Ships" record 4, side 1
"Jingle Bells" record 4, side 1
"Joyous Chanukah" reocrd 4, side 1

Books

The Bears' Christmas, by Stan and Jan Berenstain (Random House)
The Night Before Christmas, by Clement Moore (Witman Publishing Co.)
Tale of the Christmas Mouse, by J. Pringerello (Education Reading Service)
Trim the Christmas Tree, by Elsa Ruth Mast (J. S. Latta, Inc.)

Filmstrips

The Little Engine That Could, Watty Piper (Singer/SVE)

EVALUATION

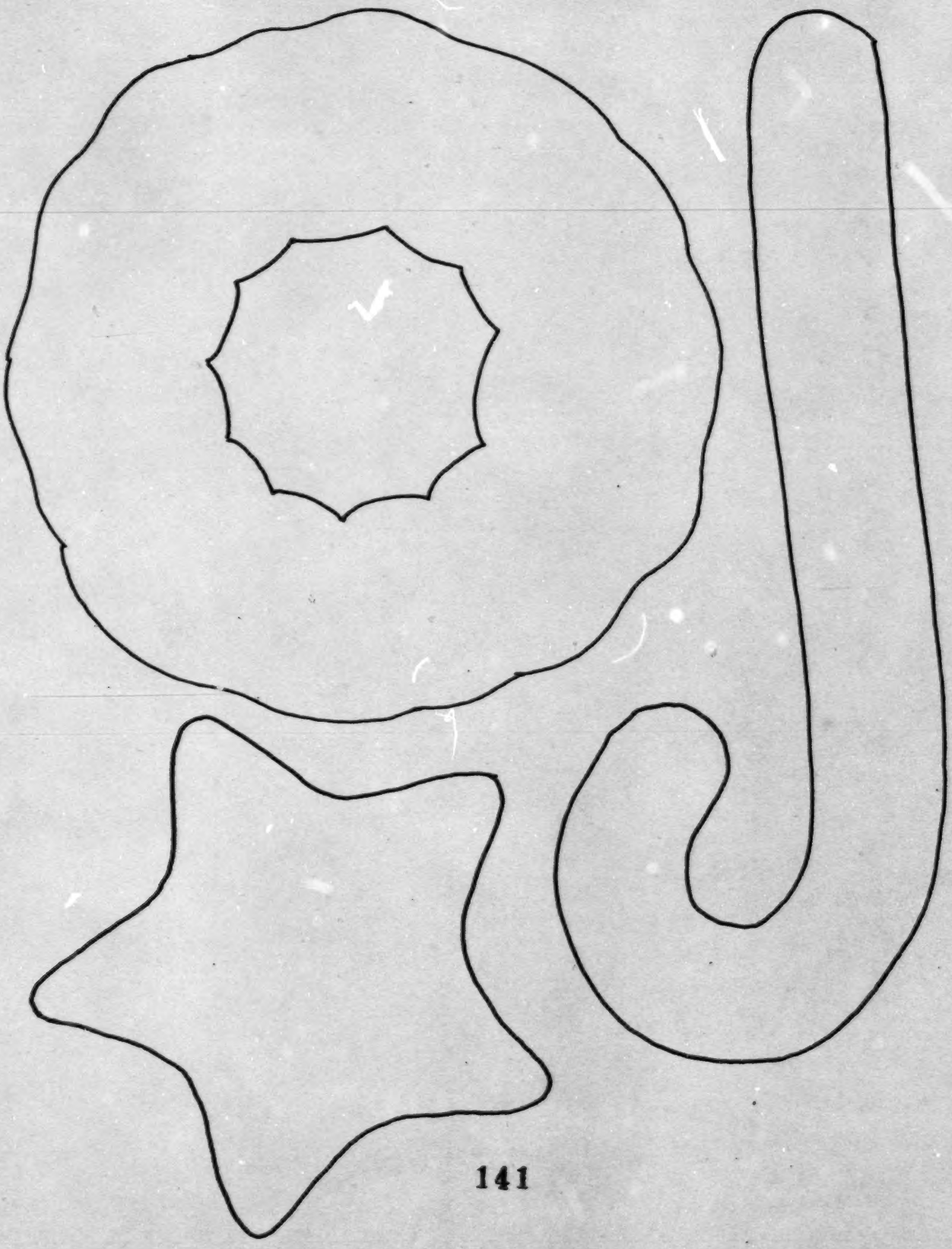
Does the child display knowledge of some of the customs and activities of the Christmas holiday season?

Has the child developed a feeling of sharing and good will?

Has the child communicated a feeling of family happiness relative to the season?

Does the child have some understanding of the real meaning of Christmas?

SHAPES FOR "FEELY" BOX



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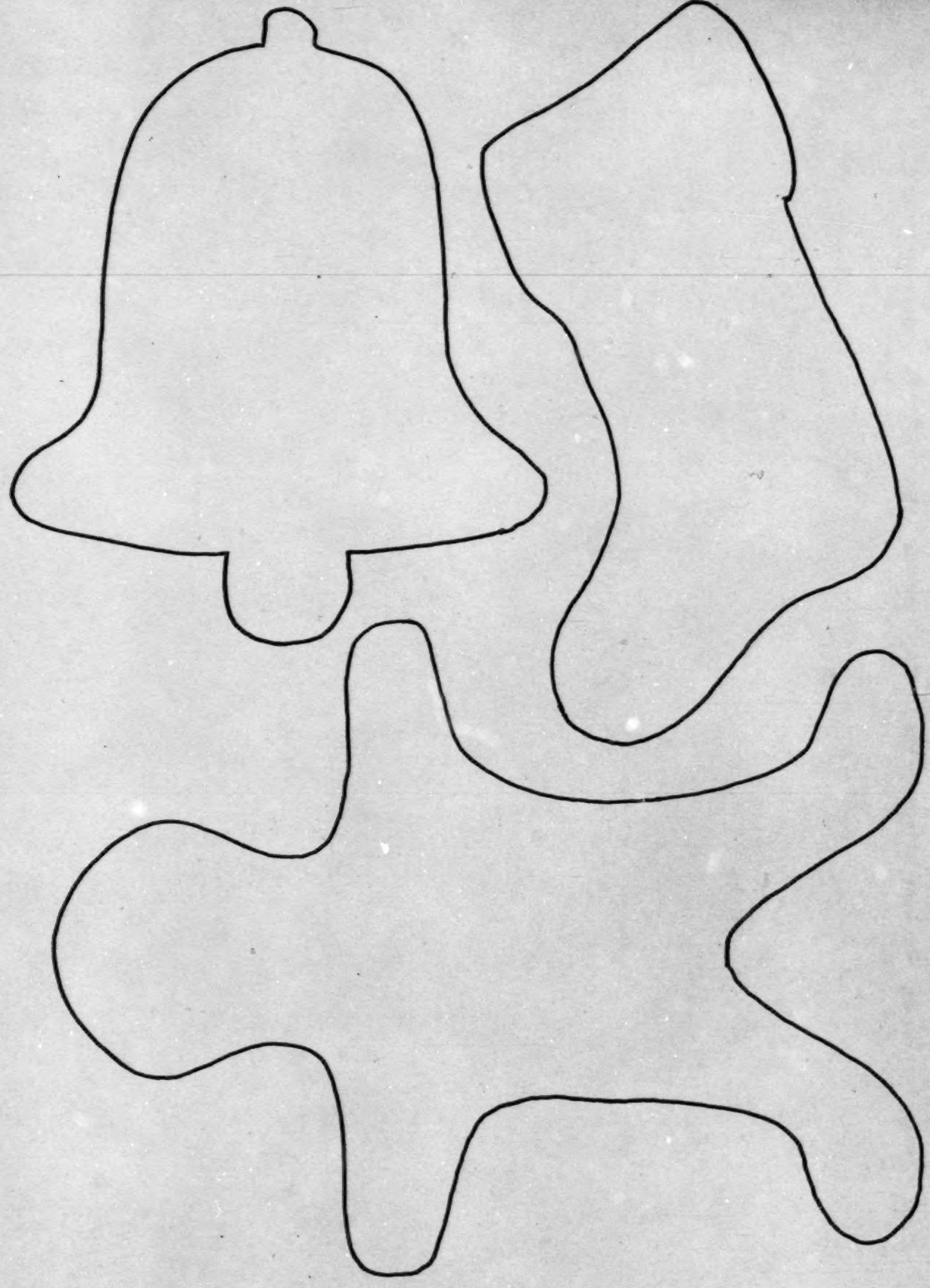

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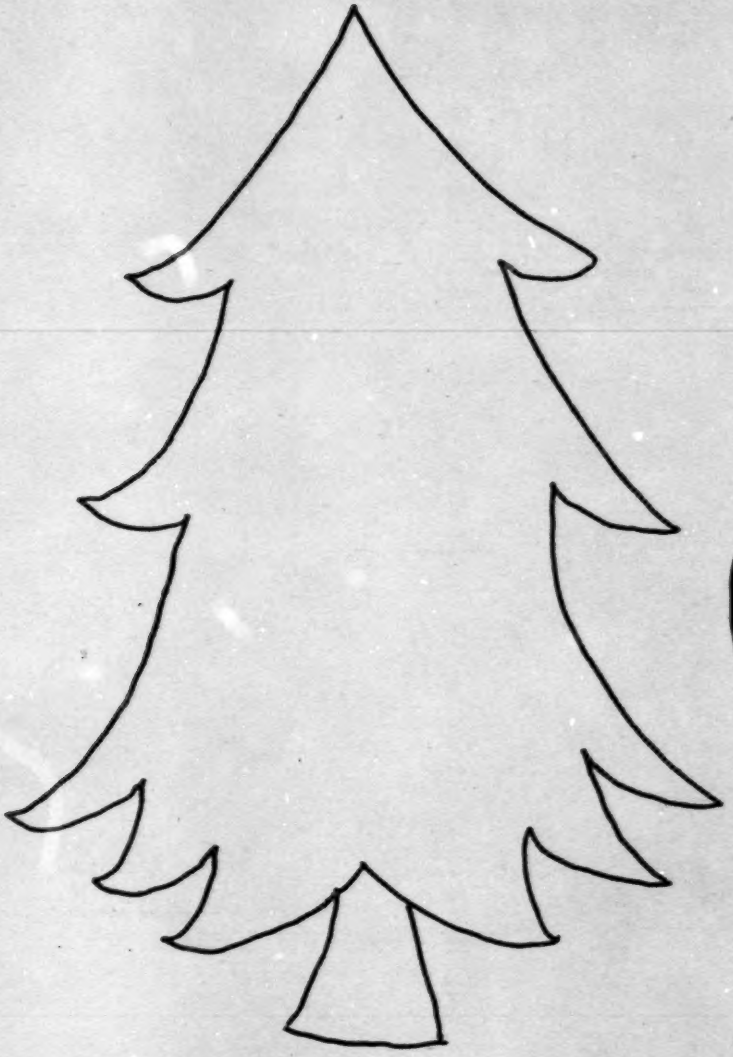

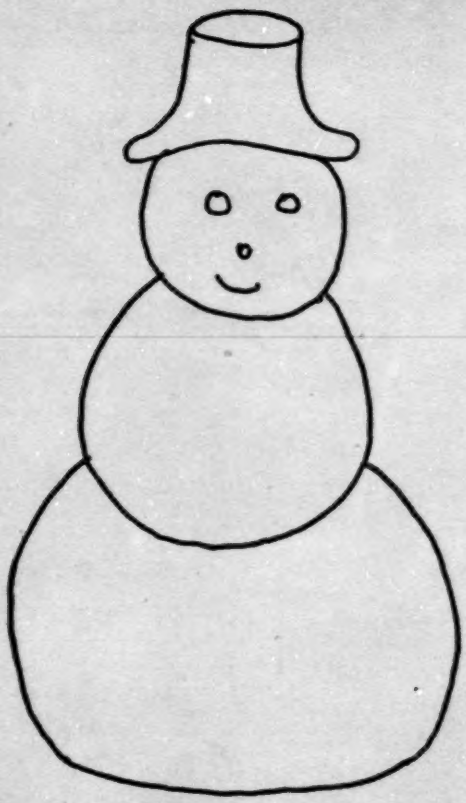

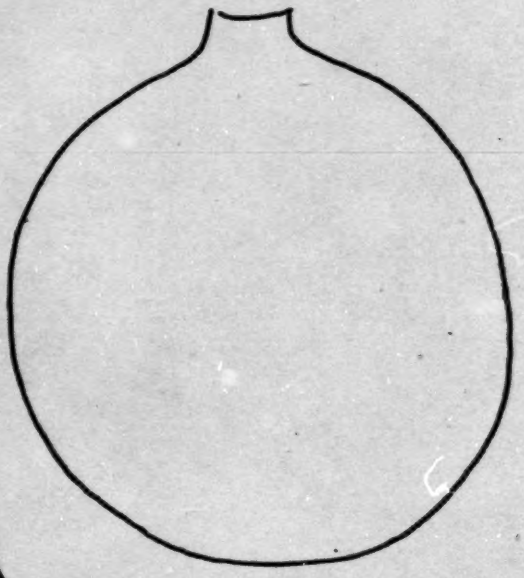

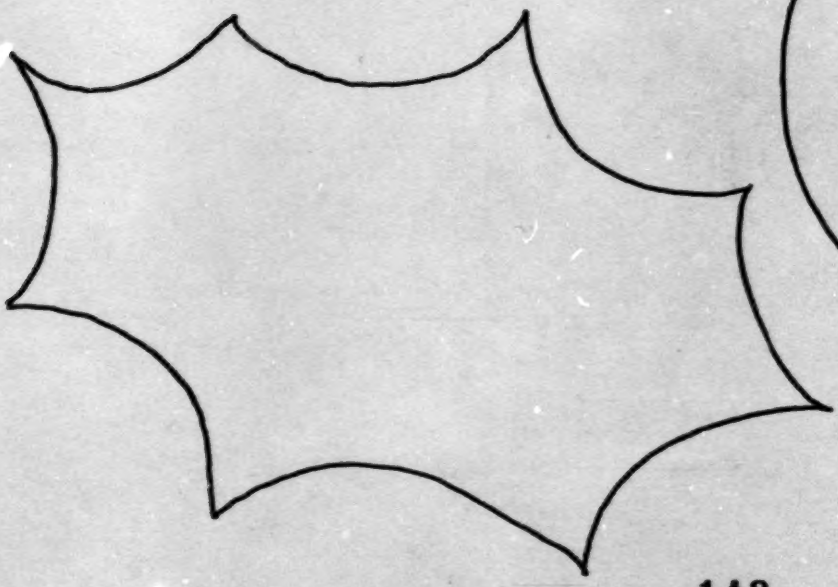

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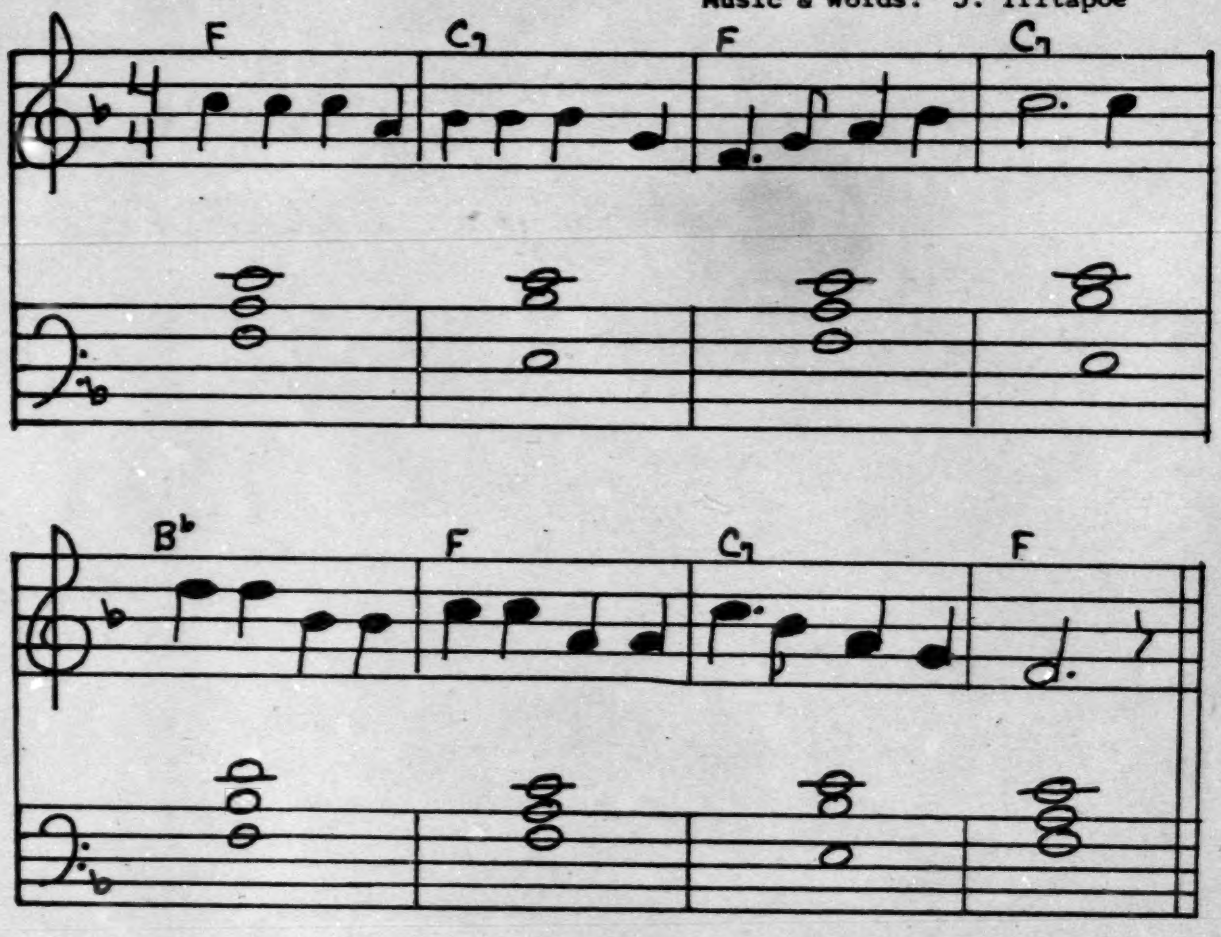
SANTA'S LITTLE HELPERS

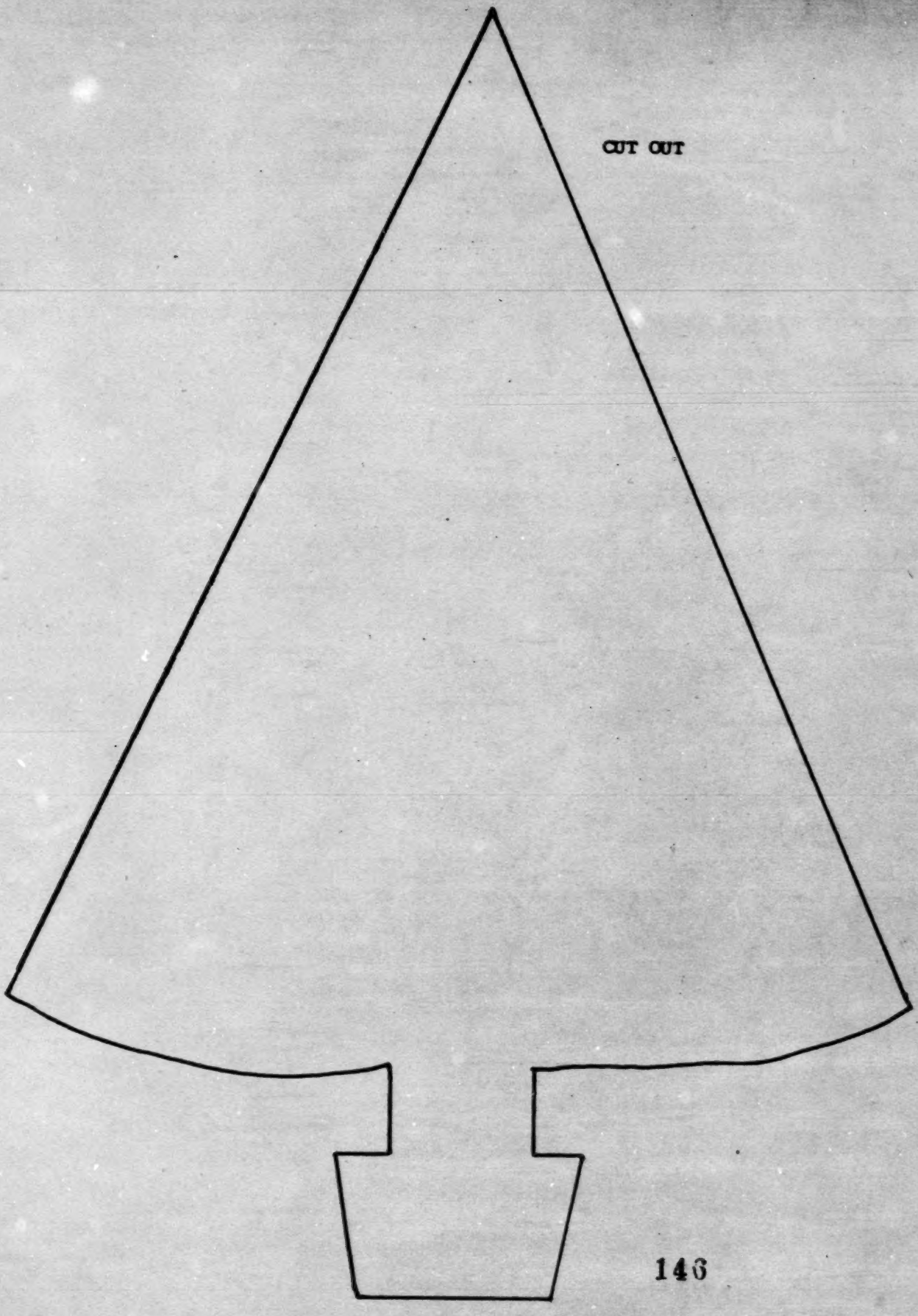
Music & Words: J. Tritapoe



We are Santa's little helpers
And as you can see,
We've been so busy at our work
Now we'll trim the tree.

First we'll place a star on top
And then with colors bright
We'll fill it up with ornaments
To shine on Christmas night.

Underneath the Christmas tree
We'll lay our gifts and toys
That we've been working hard to make
For all the girls and boys.



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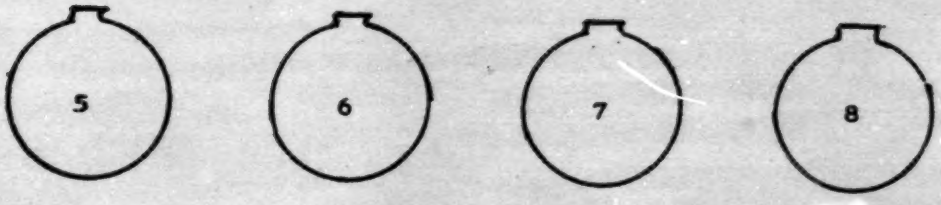
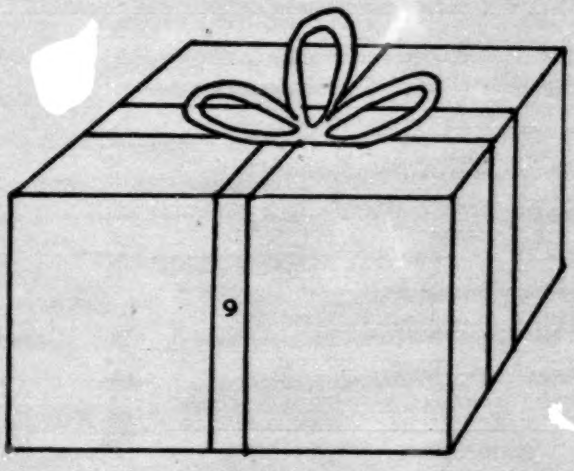
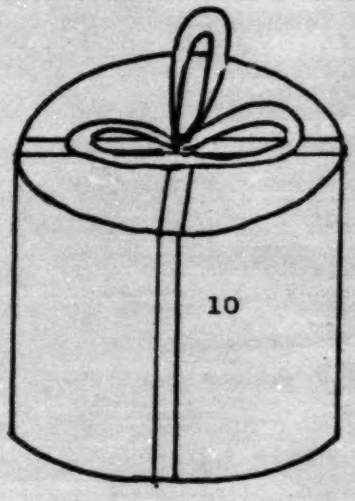
Color and cut out; add to tree as words of song direct.







THE LITTLEST HELPER

by Carole Anne Russler

It was getting close to Christmas Eve and all of Santa's helpers, Mrs. Santa and even the reindeer were helping to get ready for the big night. Christmas Eve, you know, is the night Santa brings presents to all the good boys and girls in the world. There was only one person at the North Pole who wasn't helping Santa; he was Peanut, the littlest helper of all. He was only ten inches tall and too small to saw wood or pound nails with the other elves. He was too small to reach the table--even standing on a chair--to help Mrs. Santa make candy canes. He was too small to tie ribbon around the packages or to help the reindeer wrap presents.

Peanut was very sad. He really wanted to help Santa, but nobody could find anything for him to do. He went into the doll shop to watch the elves make dolls. He saw a bright red scrap of cloth and picked it up to make a present for Santa all by himself.

Suddenly it was Christmas Eve. Santa harnessed the reindeer to the sleigh. The elves loaded it with all the presents and filled Santa's bag. Mrs. Santa filled the hot water bottle and carried it and the blanket to the sleigh.

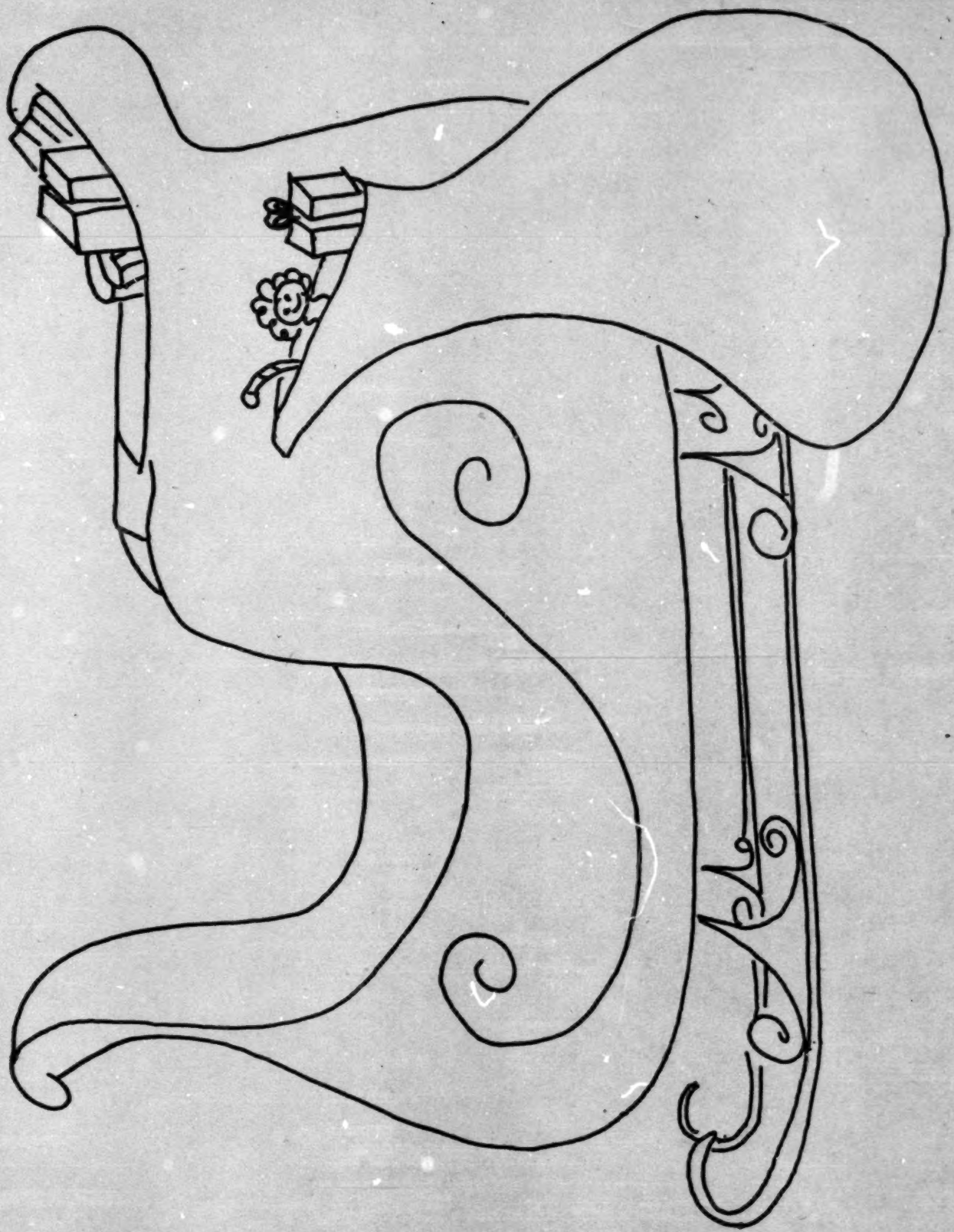
Santa was ready to leave and everyone was waving good-bye so hard that no one noticed that Peanut wasn't anywhere to be seen.

Santa was on his way at last. At one of the first houses Santa began to sneeze and sneeze from all the soot in the chimney he was sliding down. He reached in his pocket for a handerkerchief, but all he found was Peanut who had crawled in there and fallen asleep. Poor Santa, what could he do? Mrs. Santa had forgotten to put his big red hankie in his jacket.

But what's this? Peanut has a present for Santa.

"Open it, Santa," he cried. And what do you think it was? A brand new hankie that Peanut had sewn all by himself.

From now on, Peanut has the job of packing a hankie for Santa's big trip. He can help after all.



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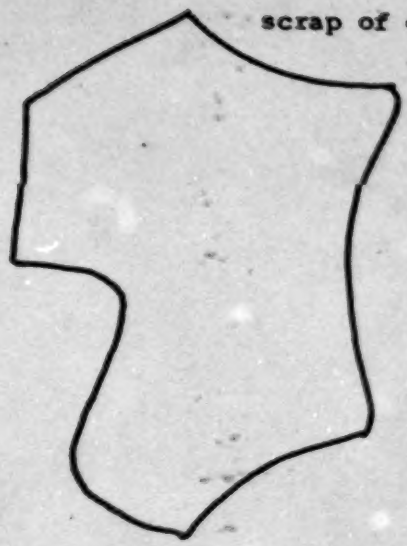
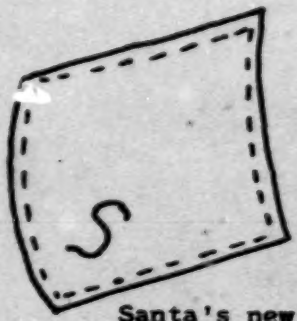


scrap of cloth



Santa's new hankie

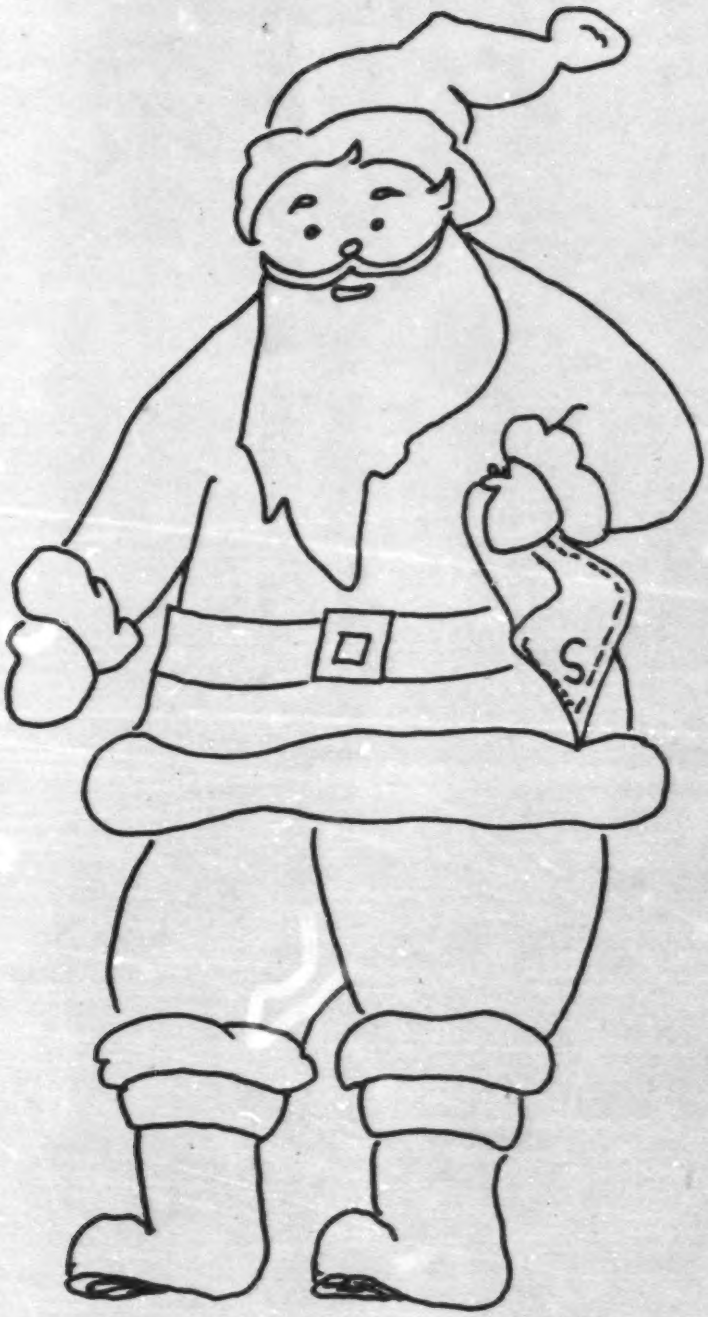
working elf

150

Santa sneezing

Peanut happy

Peanut sad



Santa happy

Mrs. Santa

Reindeer wrapping gifts

ENRICHMENT ACTIVITIES

Language Development

2. Submit the child's letter to Santa Claus to a local station. Find out what time the letter will be read over the radio so that the child can hear his letter.

Gross Motor

1. Encourage the child to make up other verses which would relate to the Christmas season.

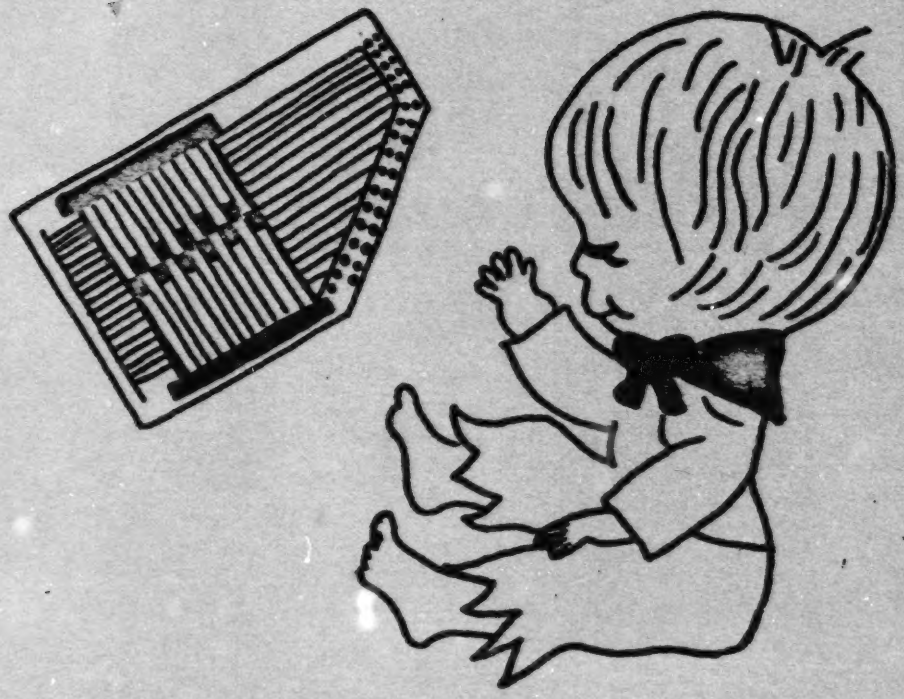
Fine Motor

2. To make a different type of Christmas tree ornament, make cornstarch clay (recipe page 141, Pandora's Box). Cut ornament from the clay with Christmas cookie cutters. Make a hole at the top for the hook with a pencil. Let stand overnight to harden. Decorate by painting. Make a hook with a paper clip or yarn.

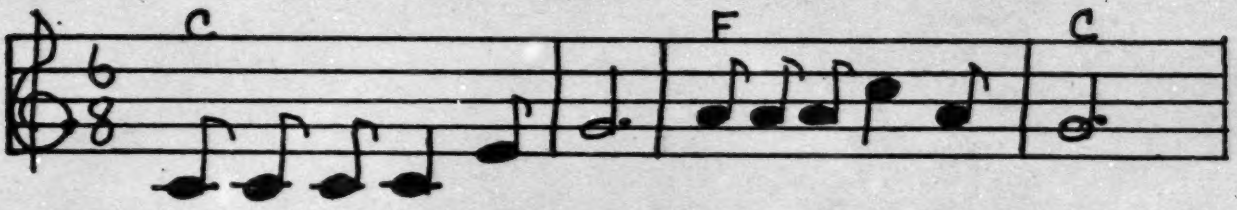
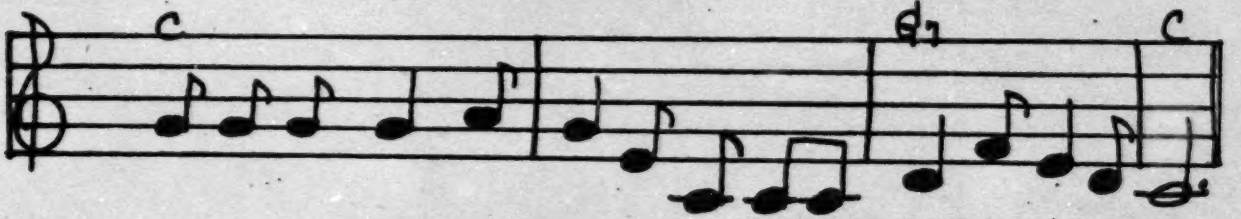
Self-Help and Social

2. To make a different type of Christmas tree, cover a styrofoam cone with cotton balls; glue on small circles of colored paper for ornaments and a star at the top.

SONGS FOR THE AUTOHARP



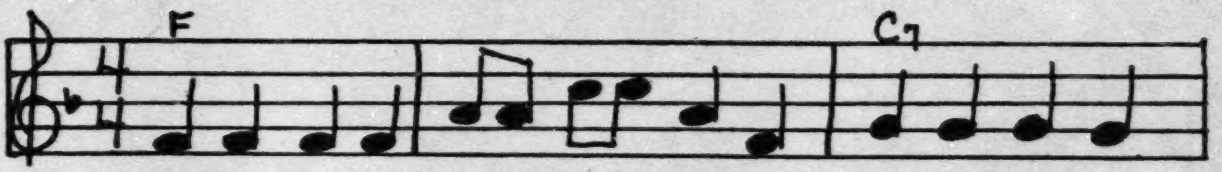
Following is a group of songs for young children adapted for use with the autoharp.

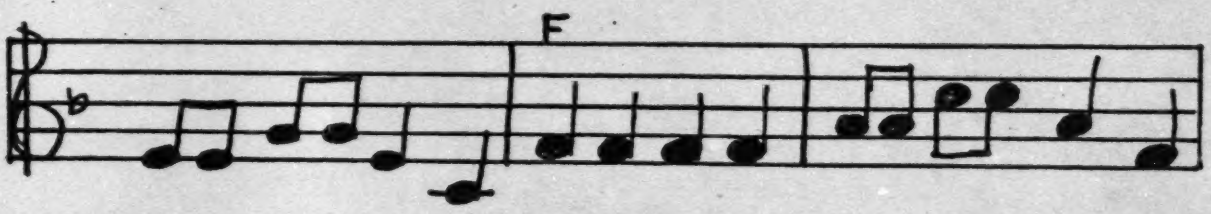
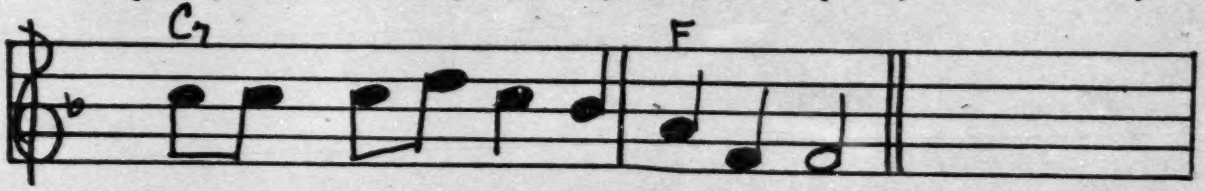
SALLY GO ROUND THE STARS

Sal - ly go round the stars; Sal-ly go round the moon;

Sal-ly go round the chim-ney pot on a Sun-day af-ter-noon.

I HAVE A FRIEND

I have a friend that you all know and Su-sie is her name.

PAW PAW PATCH

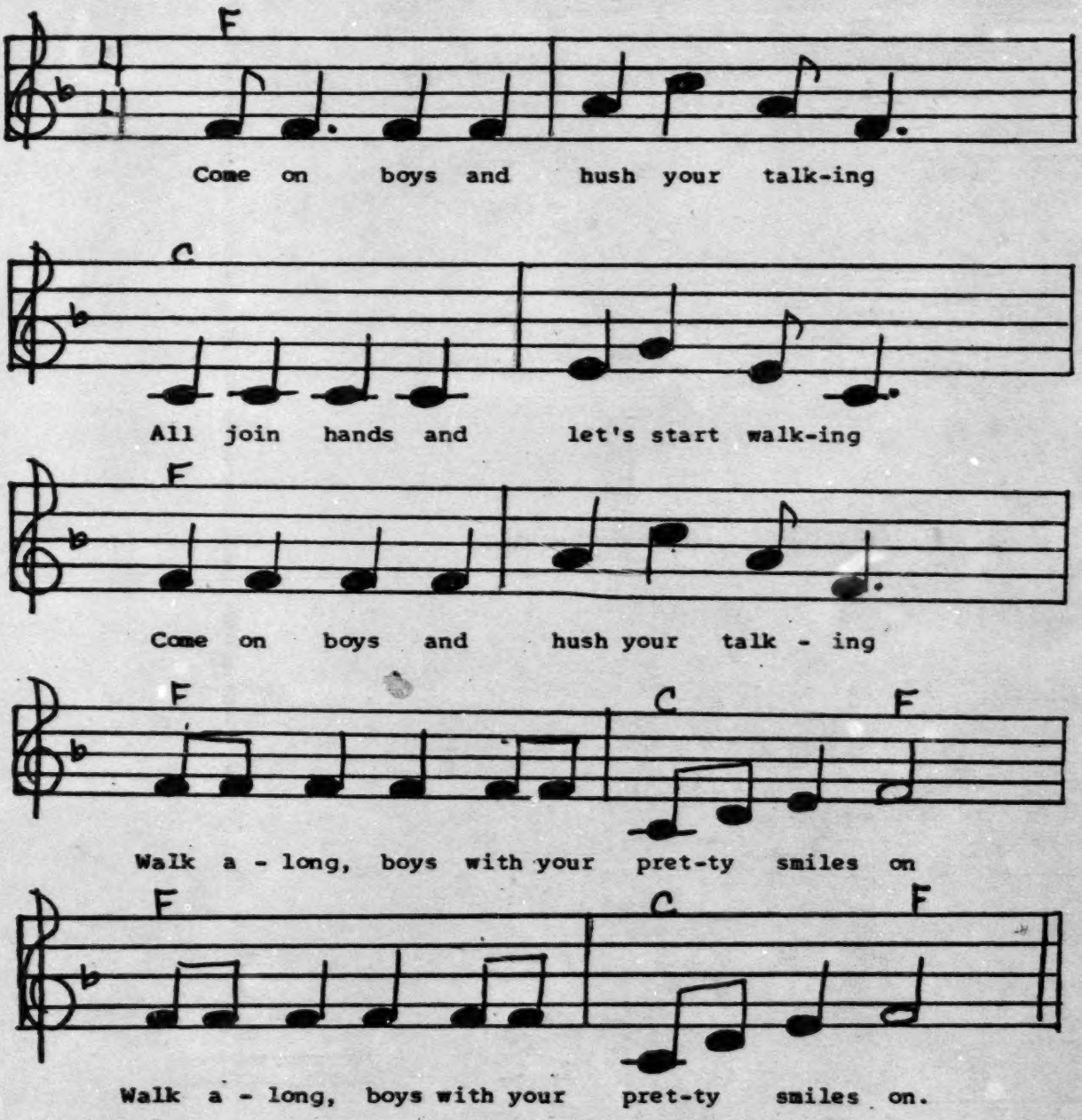


Where, oh where is pretty little Sal-ly? Where, oh where is

pretty little Sal-ly? Where, oh where is pretty little Sal-ly?

Way down yon-der in the paw paw patch.

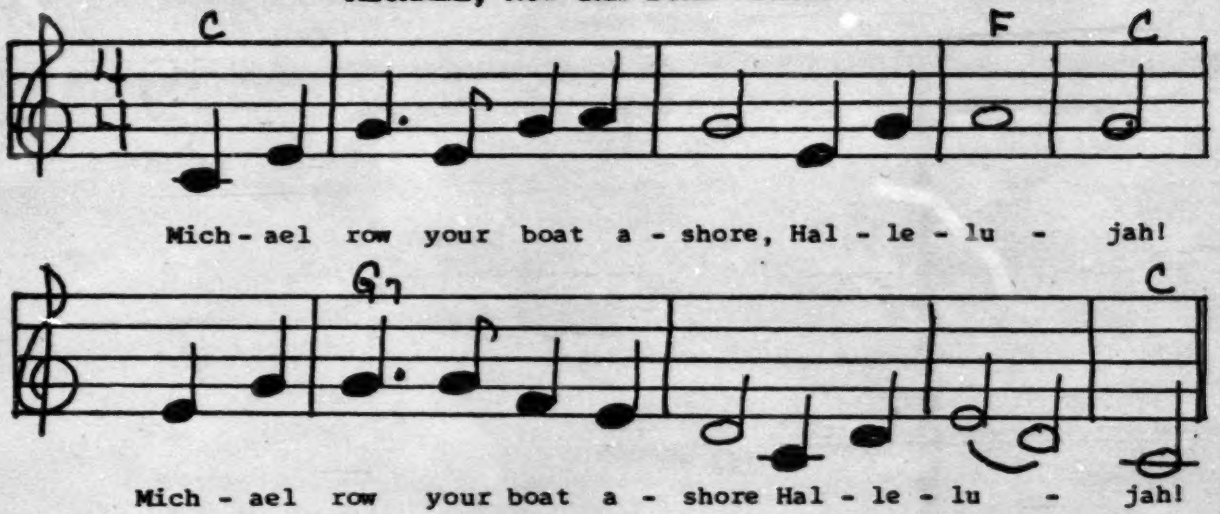
LITTLE RED WAGON

(Tune - Paw Paw Patch)

Sitting up straight in my little red wagon
Sitting up straight in my little red wagon
Sitting up straight in my little red wagon
Won't you be my darlin'?

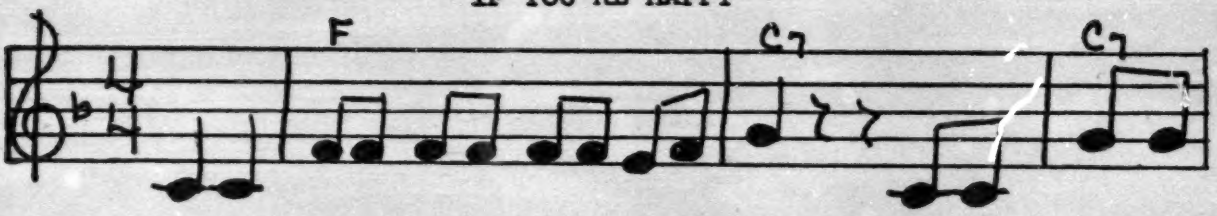
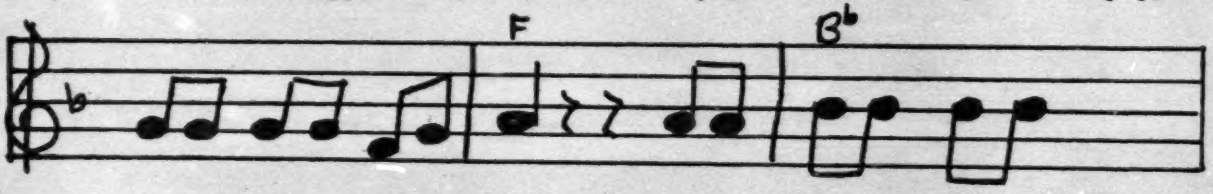
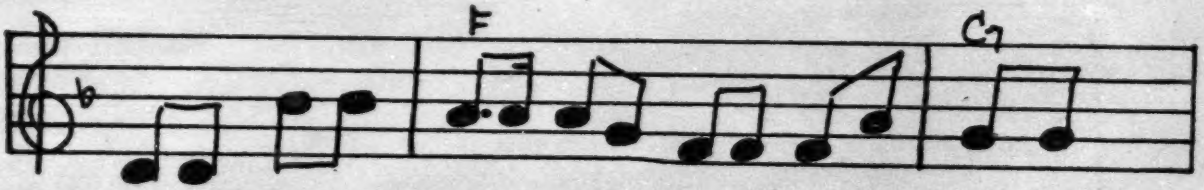
WALK ALONG JOHN

F
Come on boys and hush your talk-ing
C
All join hands and let's start walk-ing
F
Come on boys and hush your talk - ing
F C F
Walk a - long, boys with your pret-ty smiles on
F C F
Walk a - long, boys with your pret-ty smiles on.

MICHAEL, ROW THE BOAT ASHORE

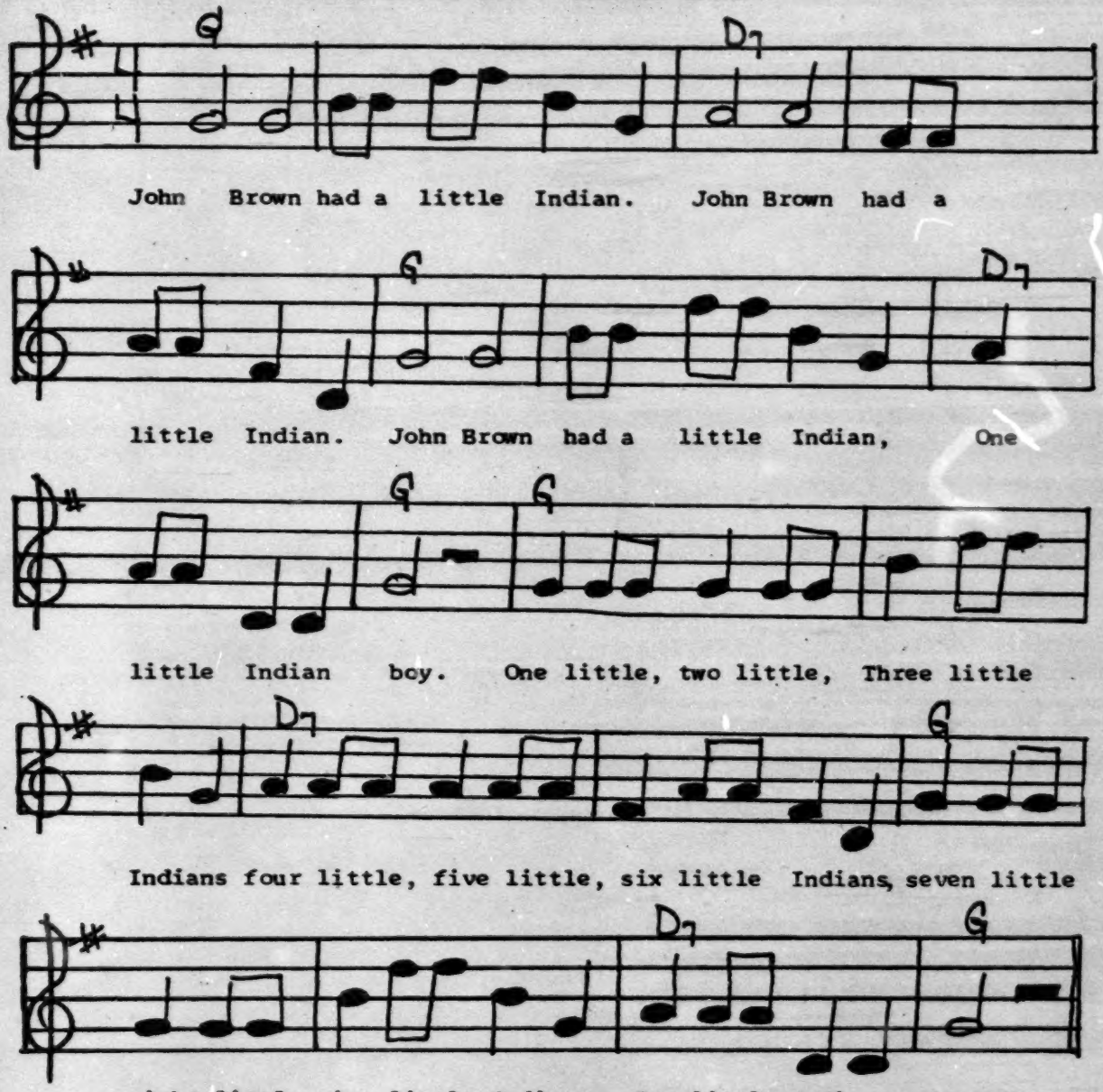
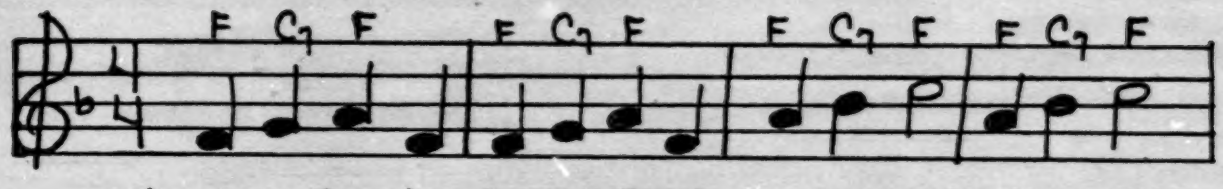
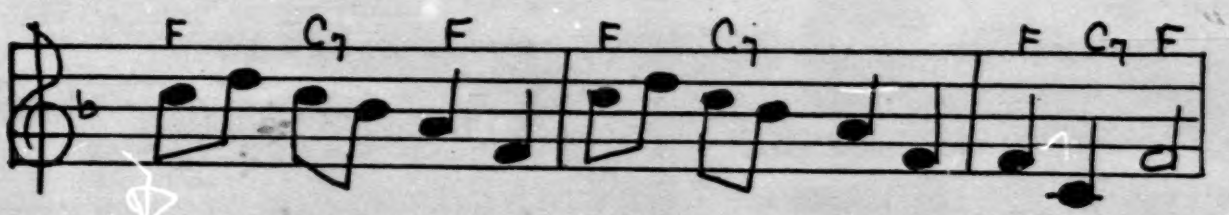


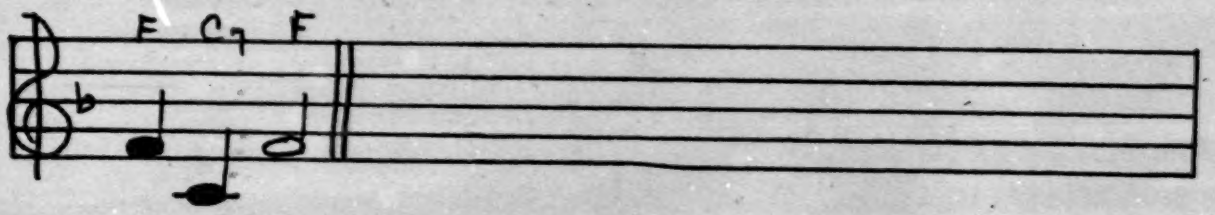
Sister, help to trim the sails, Hal-le-lu-jah!
Sister, help to trim the sails, Hal-le-lu-jah!

River Jordan is muddy and wide, Hal-le-lu-jah!
Milk and honey on the other side, Hal-le-lu-jah!

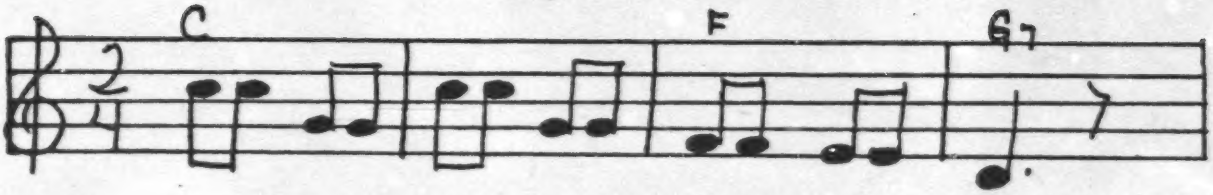
IF YOU'RE HAPPY

If you're happy and you know it clap your hands. If you're hap-py

and you know it clap your hands. If you're happy and you

know it Then your face will surely show it; If you're happy

and you know it clap your hands.

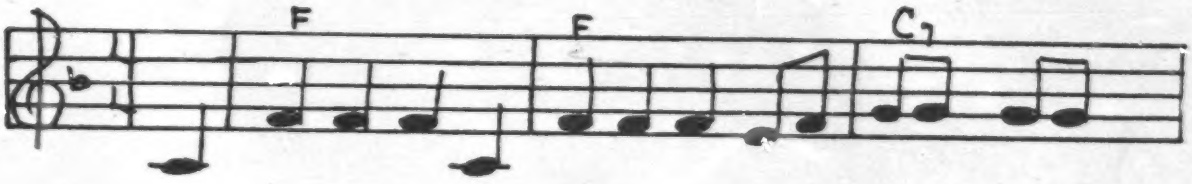
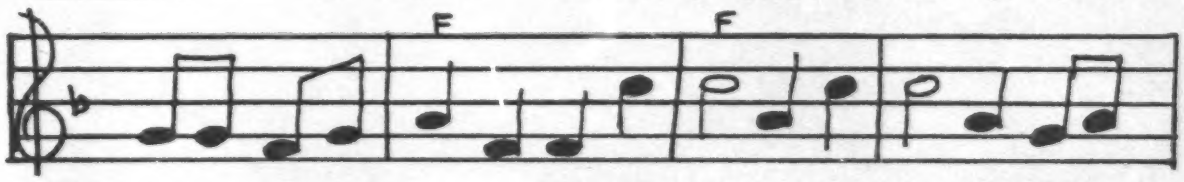
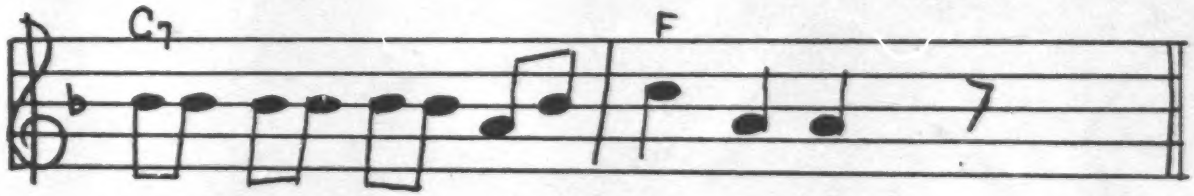
JOHN BROWN HAD A LITTLE INDIAN

ARE YOU SLEEPING?

Are you sleep-ing, Are you sleeping Brother John, Brother John

Morning bells are ringing Morning bells are ringing Ding ding dong

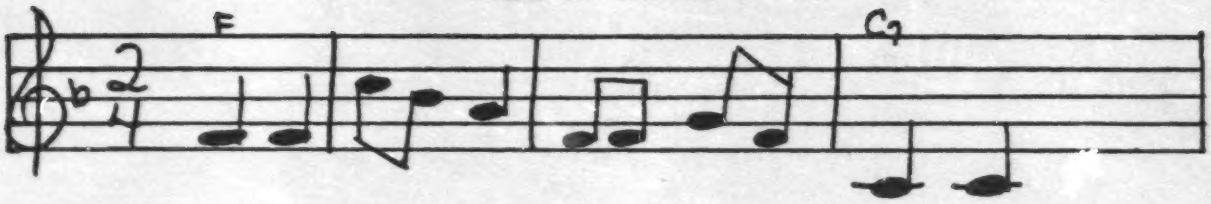
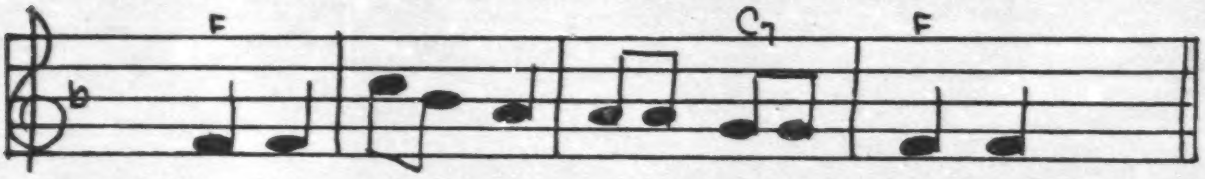


Ding ding dong.

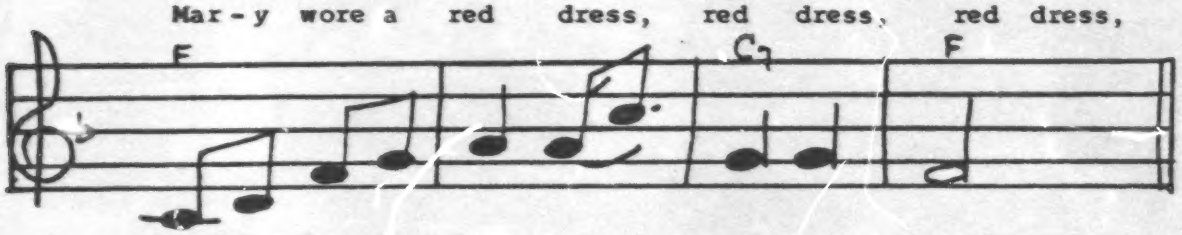
OPEN, SHUT THEM

Open shut them, Open shut them, Let your hands go clap

Open shut them, Open shut them, Put them in your lap.

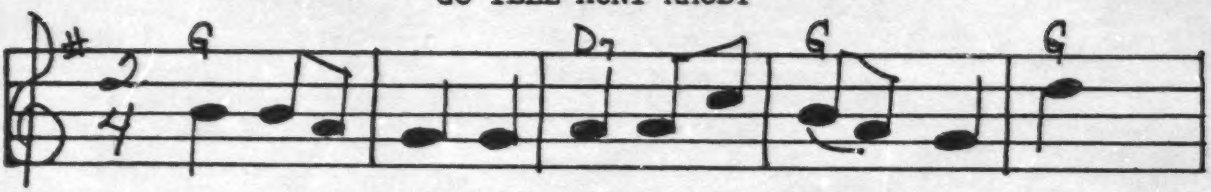
A RAM SAM SAM

A ram sam sam A ram sam sam Gu-li gu-li gu-li

gu-li gu-li ram sam sam A ra - fi, a ra-fi gu-li

gu-li gu-li gu-li gu-li ram sam sam.

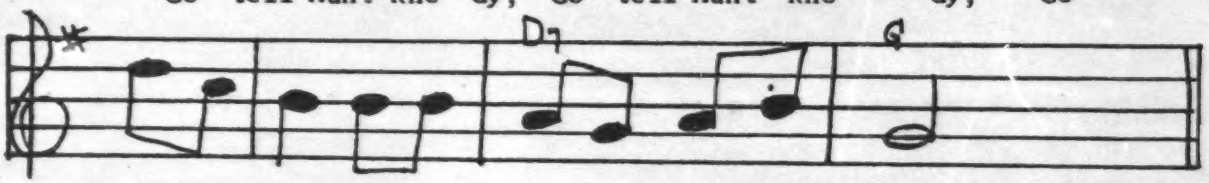
WALK TO SCHOOL

Walk, walk, walk to school. Walk to school to-geth - er.

Walk, walk, walk to school, walk to school to - geth-er.

MARY WORE A RED DRESS

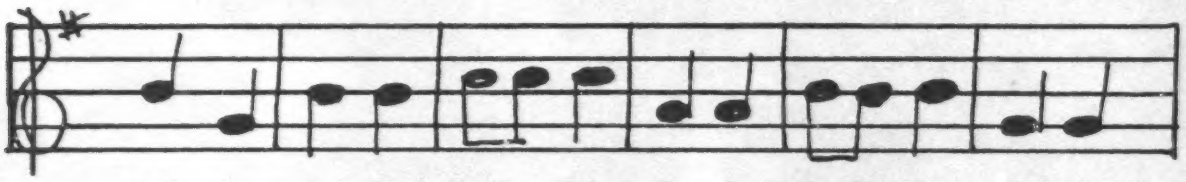
Mar - y wore a red dress, red dress, red dress,

Mar-y wore a red dress, all day long.

GO TELL AUNT RHODY



Go tell Aunt Rho - dy, Go tell Aunt Rho - dy, Go

tell Aunt Rho-dy the old gray goose is dead.

BINGO

There was a farm-er had a dog, And Bin-go was his

name-o. B - I - N - G - O, B - I - N - G - O, B - I

N - G - O And Bin-go was his name - o.

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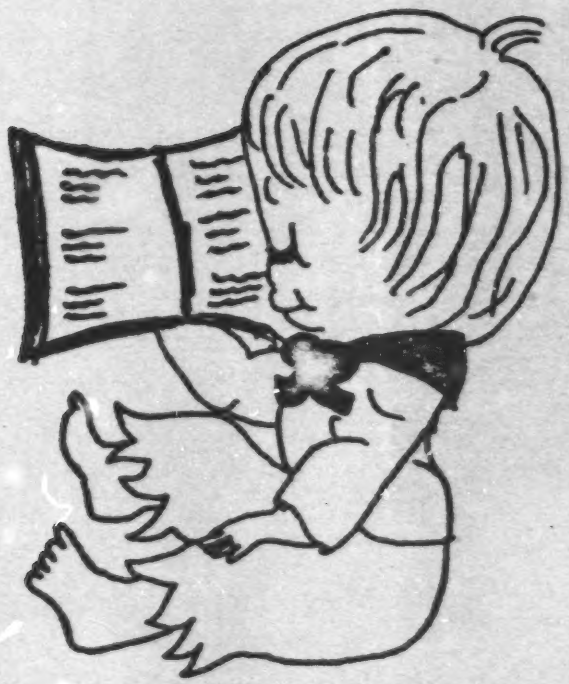

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